August, 1956

The American School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

In This Issue:

Teachers in the Wilderness—*Hamilton*

Double Duty for School Plants—*Rein*

The Four Quarter Plan—*Ogden*

Janesville Senior High School

New concepts in custom-built schools, achieved with Luria standardized steel frames

CREATIVE SCHOOL ARCHITECTURE AND LURIA BUILDINGS

Old Town, Maine High School

Interior of Gymnasium wing

Interior of Home Economics section

THE WORK OF MAINE ARCHITECT ALONZO J. HARRIMAN

The creative designs of Architect Alonzo J. Harriman, A.I.A., of Auburn, Maine, distinguish many types of structures. His schools, which are nationally known for their functionalism, handsome design and economical construction, are particularly good examples of his work.

Good school designing requires the individuality of custom-built structures. Yet, today's school shortage dictates economical construction and speedy erection. School architects from coast-to-coast are achieving both goals . . . with the use of Luria steel structures. More and more of today's handsome, custom-designed school buildings utilize the Luria system of standardization. To get the *complete* Luria story, write or telephone your nearest Luria office for a catalog or personal call.

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*Malcolm Giles Memorial High School, Mooseheart, Ill. L. Cosby Bernard & Co., architects, Hammond, Ind.; Arnold Lies Co., general contractor, Aurora, Ill.

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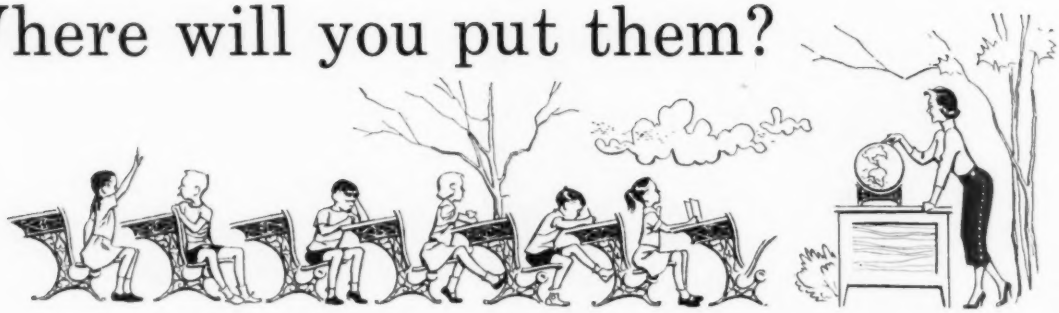

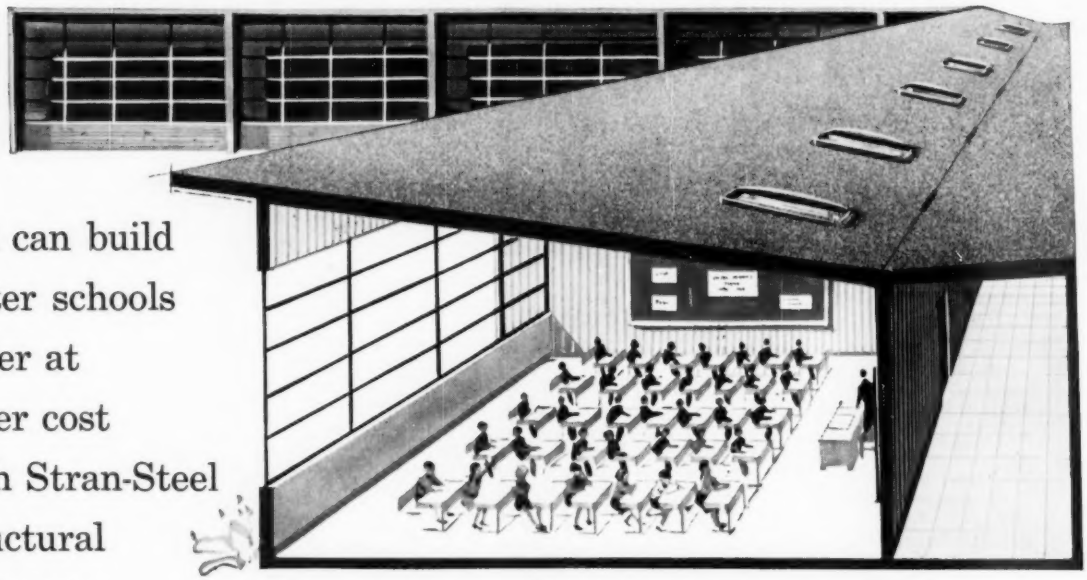

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THE AMERICAN
School Board Journal
A Periodical of School Administration

August, 1956

VOL. 133 NO. 2

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WILLIAM C. BRUCE, Editor

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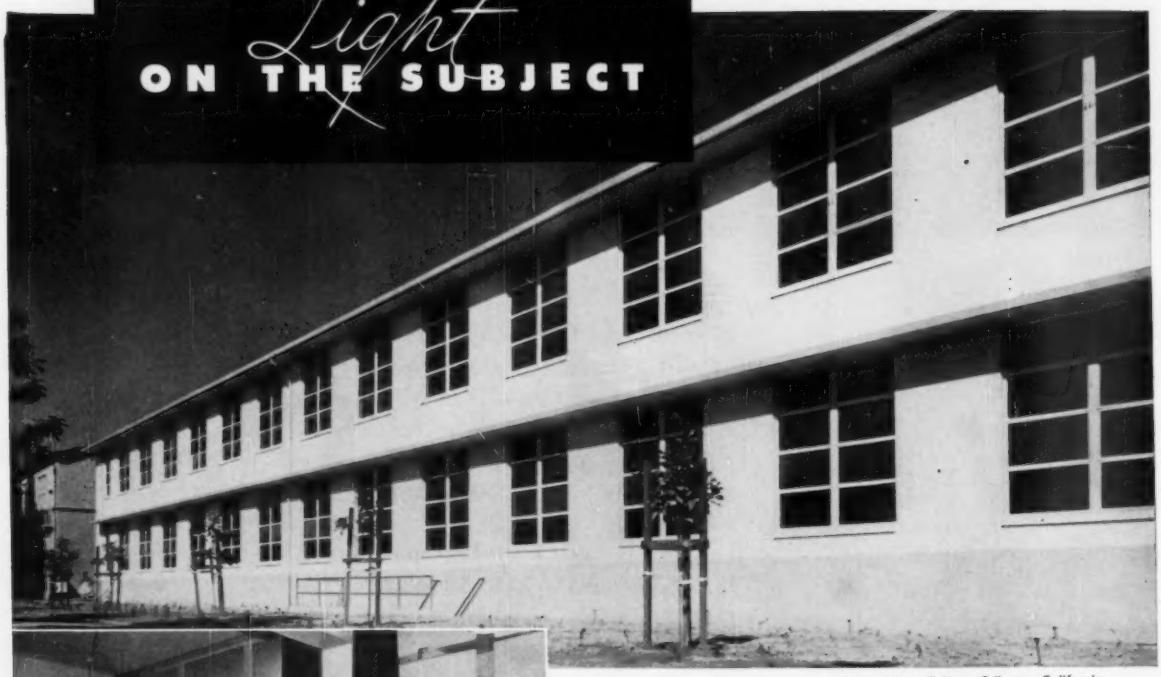
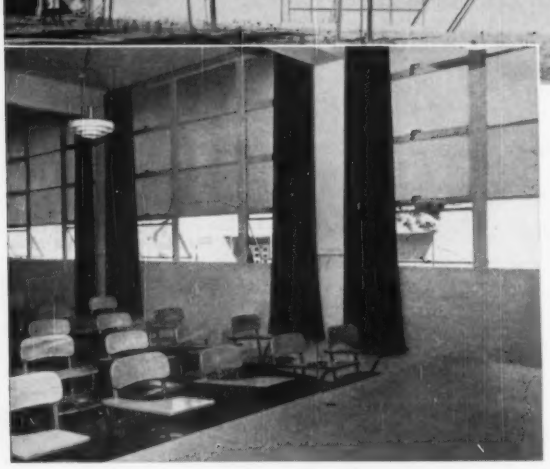


Fullerton Junior College, Fullerton, California



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N.S.B.A. Launches Research and Development Project

W. A. SHANNON

What are the major issues in public education requiring action by responsible laymen? What has been done, or not been done, on these issues at all levels? What research is required to determine why these needs have not been met? What are some effective action techniques used by noneducation organizations? Are these techniques applicable to the field of public education? What are the responsibilities of the N.S.B.A. for the improvement of public education? What should be the proper relationships among organizations whose specific interest is the public schools? These are some of the questions to be faced by the National School Boards Association's *Research and Development Project Commission.*

At a meeting of the Board of Directors of the National School Boards Association in Chicago, May 19, 1956, a project recommended by the Project Proposal Committee, chaired by Mrs. H. M. Mulberry, first vice-president, was approved and the size and membership of the Study Commission determined. O. H. Roberts, Jr., of Evansville, Ind., immediate past president of the N.S.B.A., was selected as Director of the Project.

This is sixth in a series of projects, workshops, and studies sponsored by the National School Boards Association to improve leadership, provide information and inspiration, and bring recognition to the school boards of the United States. The first project was the development of a film *School Board in Action.* Later came the Evansville and St. Paul workshops, the Community Conferences Project, and the Kansas City Symposium. In each of these projects the N.S.B.A. has provided an opportunity to bring together the leadership of State School Boards Associations, and other lay and professional leaders at the national level.

Study Commission Chosen

For the first time a Study Commission has been established whose membership is composed of the executive committee of the N.S.B.A. (7), presidents of state school boards associations. (3), state school boards executive secretaries (3), and one representative of each of the following: National Congress of Parents and Teachers, National Education Association, American Association of School Administrators, National Citizens Council for Better Schools, Council of Chief State School Officers, and the United States Office of Education.

The 19-member Commission held its organization meeting in Chicago, July 13–14, 1956, to lay plans for the study. Represented on the Commission are: Dr. Taylor T. Hicks, president, National School Boards Association, Prescott, Ariz.; Mrs. H. M. Mulberry, Chicago, Ill.; Robert E. Willis, Bradenton, Fla.; Everett N. Luce, Midland, Mich.; Carl B. Munck, Oakland, Calif.; Cyrus M. Higley, Norwich, N. Y.; J. H. Woodall, Sr., Woodland, Ga.; Mrs. Mary K. Cooley, Hillsville, Va., president, Virginia School Boards Association; Everett D. Lantz, Laramie, Wy., president, Wyoming School Trustees Association; Robert H. Reed, Dover, Del., president, Delaware Association of School Boards.

Robert M. Cole, Springfield, Ill., executive director, Illinois Association of School Boards; Fred G. Thatcher, Baton Rouge, La., executive secretary, Louisiana School Boards Association; James W. Whitehead, New Bedford, Mass., executive secretary, Massachusetts Association of School Committees; Mrs. Rollin Brown, Los Angeles, Calif., president, National Congress of Parents and Teachers; Dr. J. Lester Buford, Mt. Vernon, Ill., immediate past president, National Education Association; Dr. Paul Misner, Glencoe, Ill., president, American Association of School Administrators; Henry Toy, Jr., Mamaroneck, N. Y., president, National Citizens Council for Better Schools; Hon. Thomas D. Bailey, Tallahassee, Fla., first vice-president, Council of Chief State School Officers; Dr. Wayne O. Reed, Washington, D. C., assistant commissioner of education, United States Office of Education.

Objectives Approved

The Commission approved the following objectives: (1) Analyze the major issues in public education requiring action by responsible laymen, this to include an appraisal of what has been done and has not been done on such issues at local, state, and national levels; (2) Do necessary research, or have it done, to determine educational needs and why these needs have not been met; (3) Study action techniques used by noneducation organizations and their application to the field of public education; (4) Sample many states to determine the needs of education, and blocks to meeting these needs; study the relative effectiveness of the programs of various state school board associations and the needs and means of improvements; (5) Develop a greater awareness of the need for co-operation of organizations whose specific interest is public education at local, state, and national levels; (6) Study the responsibilities of the N.S.B.A. for the improvement of public education and upon determination of such responsibilities to: (*A*) Examine its functions, service, co-operative relations, financing and future program, the results of which would comprise recommendations to its board of directors; (*B*) Hold a day or a day and one-half discussion of its findings and recommendations by State delegates at a pre-convention session of the N.S.B.A.

(Concluded on page 48)

EDUCATION

"An educated man is not one whose memory is trained to carry a few dates in history — he is one who can accomplish things."
— HENRY FORD.

A man who cannot think is not an educated man, regardless of the college degrees he may have acquired. Thinking is the hardest work anyone can do — which is probably the reason why we have so few thinkers. There are two extremes to be avoided; one is the attitude of contempt toward education, the other is the tragic snobbery of assuming that marching through through an educational system is a sure cure for ignorance and mediocrity. Education is growth. We are educated from birth to the grave. The time spent in formal education speeds up the process. — W. A. S.

St. Agnes High School, Rochester, N. Y.
Architect: Waasdorp & Northrup; Contractor: A. W. Hopeman & Son

St. Agnes Divides to Conquer Space Problems

Plans for new St. Agnes High School specified one large conference room for student use. But on occasion it had to accommodate two different group activities at once. The architect recommended FOLDOOR. Now, at a touch, FOLDOORS make two rooms of one. Or in seconds, FOLDOORS glide completely out of the way again. Similarly, FOLDOORS gave St. Agnes faculty members their private dining room without lost floor space (see inset). If *you* build or remodel, consider this flexibility that FOLDOOR offers . . . at such low cost in space and money. There are sizes and fabrics for every situation, plus an option of electric control or hand operation. See your FOLDOOR distributor for details. He's listed under "Doors" in the yellow pages of your telephone directory.

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Only a thermostatic control offers you this complete protection.

Hydroguard® conserves hot water formerly wasted while adjusting and balancing the hot and cold water valves to the desired temperatures; it simplifies piping and tile work and improves appearance.

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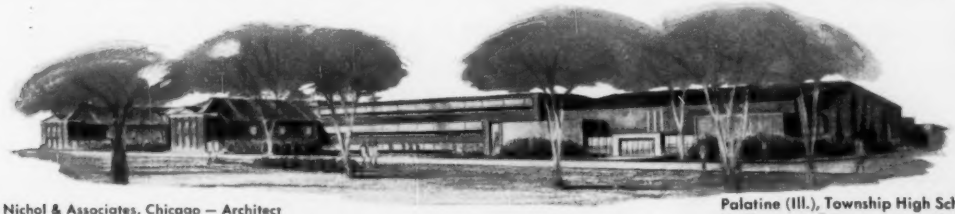
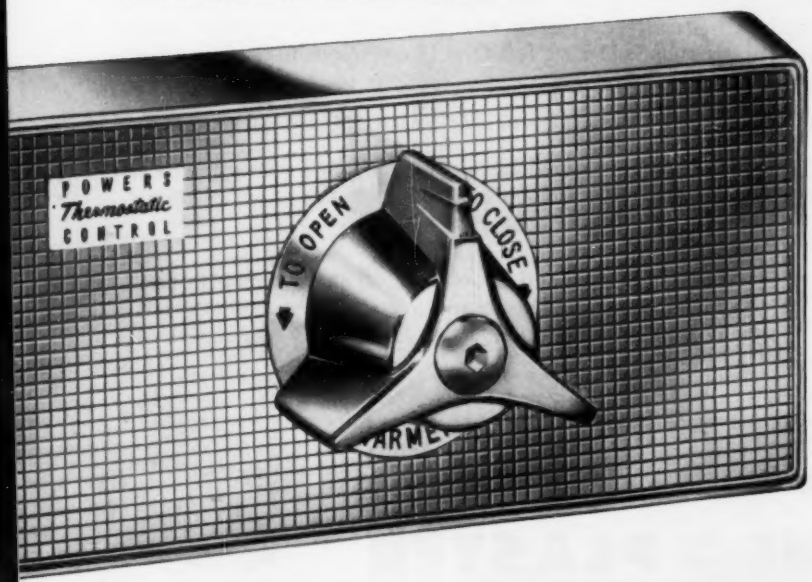


Charles W. Nichol & Associates, Chicago — Architect
John K. Fairbairn, Chicago — Mechanical Engineer

Palatine (Ill.), Township High School has Hydroguards® in more than 60 showers.



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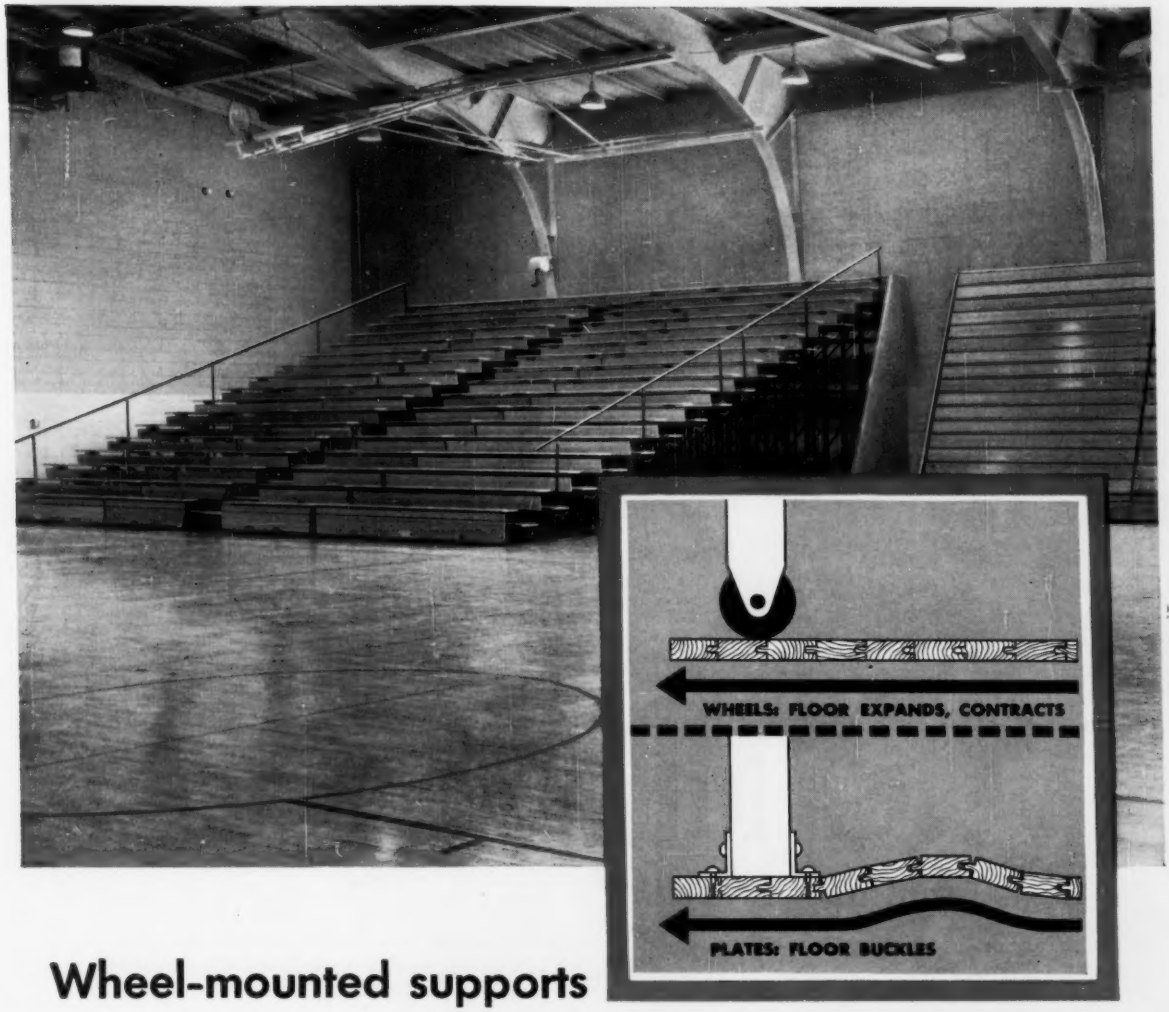

Wheel-mounted supports eliminate buckling of gym floors

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All tubular column supports are fitted with wheels to permit the gymnasium floor to move freely as it expands and contracts with changes in temperature and humidity. With Brunswick-Horn you will find no floor plates or anchors fitted *to* or *through* the floor to restrict this free movement and cause buckling. Result: Floors require only normal maintenance, games can always be played as scheduled.

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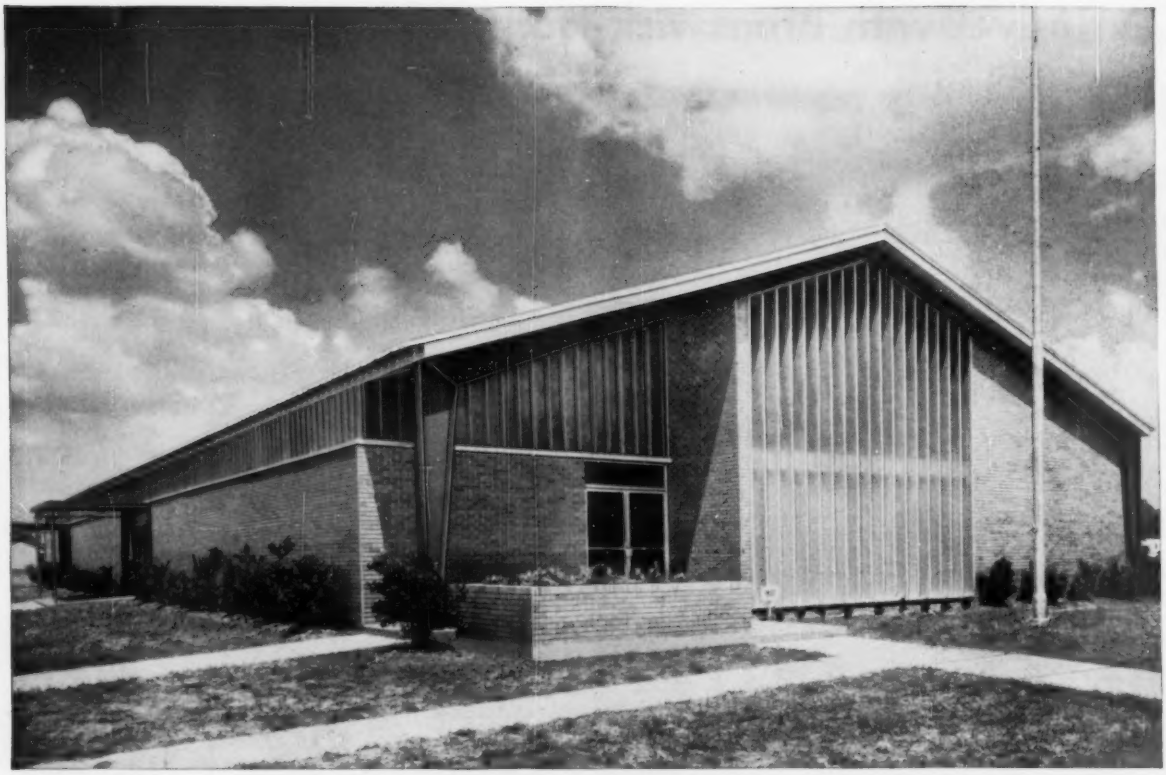

This is a METAL building?

Hold on, there. The eye sees brick, mortar and cement. But very little metal. Where does the metal come in?

It's true the metal is not apparent. But basically this is a Butler metal building, built with the Butler Building System. It combines Butler steel structurals and a Butler die-formed metal roof with conventional construction materials to produce a custom-designed appearance at a mass-production price.

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Acting as a daylighting team the Toplite Panels and glass block provide sufficient daylight during normal days without need for artificial lighting.

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Andrew Jackson Elementary School, Norman, Oklahoma. Architects: Caudill-Rowlett-Scott and Associates, Oklahoma City. Contractor: Builders Construction Company, Inc., Oklahoma City. Windows: Lupton Architectural Projected.

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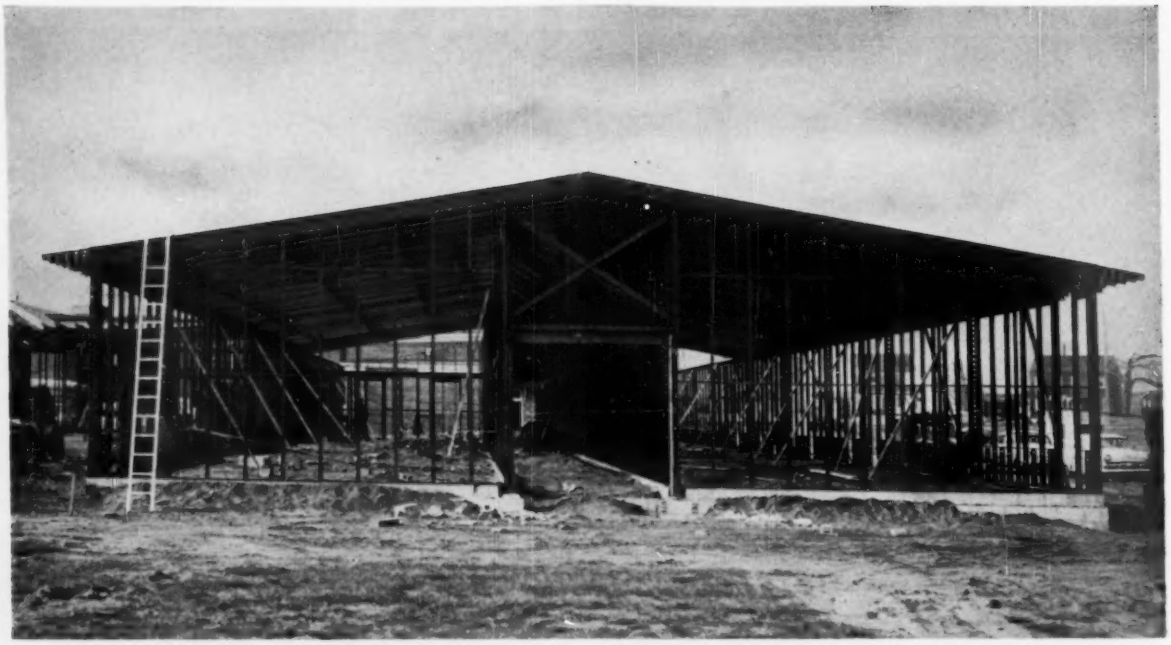

how LIGHTSTEEL cut cost of school addition to $14,500 per classroom

When Architect Alfonso Alvarez was confronted with the need for 16 classrooms, but had only $251,000 available, cost was his major consideration in the design of the new addition to New Jersey's Freehold Township School.

Comparative cost analyses were made of a number of types of construction. From the results of these studies it was decided to build the addition with Penmetal LIGHTSTEEL structural sections. The economy of this framing system is shown by the following figures, based on a contract cost of $232,004: Cost per pupil – 360 pupils – $644; Cost per classroom – with 4 unfinished rooms – $14,500; Cost per sq. ft. $13.65.

Economical to buy, LIGHTSTEEL sections also cut actual erection costs. Because they are light in weight, steel members for load-bearing partitions and roof joists could be shop-assembled . . . then trucked to the job site for immediate placement.

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THE AMERICAN
School Board Journal
A Periodical of School Administration

AUGUST - - - - - - - - 1956

Who Will Lead the Teachers Out of the Wilderness?

NEALE R. HAMILTON

Principal, McKinley School
Kearny, N. J.

Drawing from traditional college faculty rankings, the author offers a framework for modifying uniform teacher salary schedules . . .

In ancient times, the Hebrew people fled from Egypt and wandered in the wilderness for 40 years. In modern times, the teachers have done their share of wandering in the wilderness. And at least one wrong road may be attributed to their poor sense of direction . . . regarding the problem of teachers' salaries.

Once again the annual hassle between teacher groups and boards of education over the problem of salaries has been successfully compromised for another year. The pressures of budget making have diminished, and, in relative peace and quiet, the problem of teachers' salaries should be viewed more objectively by teachers, board members, and taxpayers alike.

But one question continues to jeopardize the road ahead. How will the salary problem eventually end? That is, how will teachers' salaries reach a sufficiently high professional level so that they will become stabilized? And a very obvious corollary, how will the salaries become high enough to attract and retain a larger number of superior young men?

The answer at present involves several factors:

1. **Teacher shortage.** With a continuing teacher shortage, encouraging keen competition among school districts for the qualified teachers available, the end of the road is not yet in sight.

2. **Greater opportunities for women.** With steadily enlarging and more attractive job opportunities for women college graduates in other vocations, always remembering that about 75 per cent of the teachers are women, the end of the road is not yet in sight.

3. **Reluctance of young men to become teachers.** With young men getting married earlier, assuming larger family responsibilities sooner, and being unwilling to accept the smaller salaries, slower advancement, and lower prestige of teaching, the end of the road is not yet in sight.

4. **Traditionally poor salaries.** With teachers' salaries still lagging behind the cost of living and behind the salary increases in other vocations, the end of the road is not yet in sight.

5. **Uncertain professional standing.** Finally, a very significant though rather composite and somewhat general factor is that the teaching profession has been unable so far to offer attractive future prospects, comparable to some of the other vocations. With the professional standing of teachers still in a state of flux, the end of the road is not yet in sight.

As a realistic outgrowth of those current factors, however, teachers' salaries steadily advance each year. In Chicago, for example, the salary range is now from $4,000 to $7,250, depending on experience and degrees, whereas in New York City the salary range is from $4,000 to $8,000. In New Jersey, with which the author is most familiar, there are presently 29 school districts with maximums of $7,000 or better on some level of training. The NEA Research Division recently published a salary study, *Examples of Relatively High-Level Salary Schedules, 1955–56.* In a listing of 18 salary guides, all except two have maximums of $8,000 or more. The highest regular maximum in the list is $8,600, and the top supermaximum is $9,350.

At the same time, the annual hassle between school boards and teacher groups continually creates a greater and more widespread interest within the community. Also, taxpayers' groups eye the ever mounting school budgets with alarm, and cry out *Woe! Woe!* Or maybe, *Whoa! Whoa!*

Resistance to Standard Salaries

Even more important! Underneath the ruffled community surface, which is disturbed on one side by the advocates of good schools and on the other side by the defenders of a lower tax rate, there is an ever growing resistance to paying *all the teachers* the higher and still higher maximums. All teachers are not of equal ability. This argument

when advanced by discriminating and influential laymen in a community has tremendous weight.

Many communities have already tried merit ratings in an effort to meet this realistic appraisal of teachers as people with the usual human frailties. Other places have developed certain super-maximums for outstanding teachers. Both plans have their share of critics and of supporters. Both plans aim at the same fundamental salary problem, for the practical argument against paying all teachers the same high maximum cannot be ignored much longer. And as salary maximums continue to climb toward an $8,000 to $9,000 plateau for classroom teachers, the argument gets stronger and stronger. It must be answered!

It is time, too, that teacher groups recognize a basic fact of life. *Teachers are like other people . . . ranging from superior to weak.*

When all teachers are paid the same uniform salary scale, the maximum is determined largely by the mediocre to weak. The good to excellent do not pull up the salaries of the poor ones very much. But the poor ones can keep down the possible maximums for the good to excellent. That is the present pattern whereby one group penalizes itself without appreciably helping the other, because it is obvious to any fair-minded person that all teachers are not performing at the same high professional level.

A plan for modifying the uniform salary schedule must be developed, and it must be satisfactory to both teachers and the public. It is the purpose of this article to suggest a general or broad framework for such a plan.

Ranges in Teaching Ability

In college and university ranks, there are usually four brackets for teachers: instructor (a nonranking member of the faculty), assistant professor, associate professor, and full professor. An instructor may ordinarily advance to an assistant professor by several years of very good work and by completion of his doctor's degree.

Moving up from assistant professor to associate professor is more exacting and usually entails more than a specified number of years of very good work or additional professional development. Publication is more often than not the criterion, and in many institutions a textbook may be sufficient to meet this requirement. Also, except possibly for advancement to full professor, distinguished service to education often ranks about equally with good research.

Being named to full professor customarily requires not only very good work as a teacher over a long period, but also several scholarly contributions to the literature in the field of a professor's specialty. A full professor at most institutions is a recognized regional authority and quite frequently has earned a national reputation.

The foregoing summary is merely illustrative of a common pattern followed rather universally in colleges and universities, both private and public, and is not intended to represent the practice of any particular institution.

This framework for establishing the salaries of college and university teachers is of long, long standing. It has never had the disparaging label of *merit rating* nor has it ever received such passionate criticism. Through the years it has been objective enough to be administered without too much difficulty. It is also more comprehensive and more rewarding than the *super-maximum* kind of thing. Further it has a successful and honorable history of acceptance by college and university teachers and by the general public.

And not to be overlooked! Since a majority of the college and university teachers are men, it would seem that this approach has provided rewards sufficiently high enough to attract and retain a very large number of very capable men.

Here is a workable and well-recognized pattern which could be adopted with some modification by public school teachers. Since it has already worked satisfactorily for many years with one group of teachers, it will obviously work with another group of teachers. A suitable framework might be developed in accordance with or similar to the following suggested plan:

New teacher
$4,000 to $5,000 in 5 years @ $200 per year

Regular teacher
$5,000 to $7,500 in 10 years @ $250 per year

Master teacher
$7,500 to $9,000 in 5 years @ $300 per year

The labels or names for each bracket are not too important; it is the idea behind the general framework that counts. But whatever the labels or whatever the groupings, they should be clearly defined, easily understood, objectively determined, and mutually acceptable to the teachers and to the public.

New teacher would be, as the name implies, a beginning teacher who would remain in this first bracket for maybe a period of five years. Some young girls, who were planning an early marriage and did not intend to make a career of teaching, might possibly never advance beyond this bracket during their years of service.

Regular teacher, for instance, might be one who had completed five years of satisfactory service and had obtained a master's degree or its equivalent. Or had made some outstanding contribution to education. This group would doubtless eventually comprise a majority of the teachers.

Master teacher would be the top plateau for the group of superior teachers. It might be reached by obtaining a doctor's degree or its equivalent. It might be for publishing a textbook or other professional material. It might be for years of superior work or for some distinguished service to education.

Teacher Classification

Under such a plan, teachers advance from one group to another by experience and achievements. Within each grouping there are automatic yearly increases to a stated maximum. This is not merit rating, as such, and is not subject to the customary criticisms of merit rating. It is rather a CLASSIFICATION of teachers based on solid accomplishments over a period of years. And teachers are in no position to say it cannot be done! *It has been done . . . successfully . . . for many years.*

Should the teachers voluntarily advocate such a pattern and set up guideposts for local school boards to follow, they would have taken perhaps the greatest single step of the century for the advancement of the teaching profession.

Sixty or more years ago, a young man could become a doctor without going to medical school by "riding" with a duly licensed physician and by copying his bedside manner. A young man could become a lawyer without going to law school by "reading" in the office of a local attorney and by briefing the lawyer's routine cases. Teachers, too, could become licensed by studying at home and then taking qualifying examinations. At that time, the three professions were pretty much on a par as far as formal training was concerned.

In the intervening years, however, the doctors and lawyers have developed strong, well-defined professions, recognized and honored by the public. They have come into the land of milk and honey. Not so with the teaching profession! On a whole as a profession, it is still in the wilderness, and one of the wilderness roads has been the uniform salary schedule for all teachers.

Who will lead them out of the wilderness? Perhaps the teachers can profit from their own teaching of the inspiring words by Robert Frost in *The Road Not Taken.*

. . . Two roads diverged in a wood, and I —
I took the one less traveled by,
And that has made all the difference.

The second part of Dr. Ogden's study of—

THE FOUR QUARTER PLAN...
How Practical an Idea?

CLYDE L. OGDEN

Assistant Director for Education
United States Armed Forces Institute

II

Research on the subject of the four quarter plan establishes two salient facts:

1. Communities that have tried the plan have abandoned it.

2. Communities that have thoroughly investigated the plan reject it.

The proponents of the plan are unimpressed by these facts. They offer the philosophy that "what is one man's poison is another man's meat." Where such a viewpoint represents the majority public opinion, a trial of the plan may be the only effective way to prove or disprove the worth of the plan. In short, "experience is the best teacher."

Proponents of the plan declare that it is inconsistent to reject the four quarter plan but endorse the 12 month school year. The terms "four quarter" and "12 month" are confusing. There exists, however, more than a semantic difference. Basically, the four quarter plan is a *compulsory* program involving attendance during three of four instructional quarters; the "12 month plan" is a *voluntary* program in which the student attends an 8 or 12 week summer session following the regular two semester school year. The primary objective of the four quarter plan is to accommodate more students in a given number of classrooms; the primary objective of the "12 month plan" is to offer the student the opportunity of enriching his program of studies by voluntary enrollment in an extension of the regular school year.

Both plans increase the number of days per year in which the school plant is utilized. In the four quarter plan, the student is restricted, in the main, to those subjects normally required for graduation and to 180 days of instruction per year. In the "12 month plan," the student is enabled to broaden his subject matter experience and to supplement his two semester instructional year of approximately 180 days by from 40 to 60 days of additional instructional time per year.

Available Days

In evaluating the four quarter plan, the matter of available instructional days per calendar year must be considered. Since most states have established a definite number of days to constitute a school year, this requirement must be met. There are 365 days in the calendar year. Subtract 52 Saturdays and 52 Sundays and there remains 261 days. In many states, the law requires the observance, as holidays, of January 1, February 12, February 22, May 30, July 4, November 11, December 25 and every day appointed by the President or state governor for a public fast, Thanksgiving, or holiday. Assuming no further holidays (e.g., the customary extended holidays granted at Christmas, Thanksgiving, Easter, etc.) there remains 254 days. This would provide four quarters of 63 days each. Three quarters of attendance would provide 189 instructional days in the school year.

It is unlikely, however, that this schedule would be used because it provides no time for plant maintenance, renovation, repair, etc. It is more likely that the four quarter plan would be based upon four quarters of 12 weeks each. The school year would then be 240 days (12 weeks of five days each times four quarters) and attendance at three quarters would yield 180 days of instruction. This school year should be compared with the state requirement and with the school year now prescribed by local districts, which generally exceed the state minimums. This program would provide 13 days in the entire year, exclusive of Saturdays, Sundays and legal holidays, for necessary renovation, repair, construction, etc. Inherent in the four quarter plan are increased costs of maintenance, teaching staff, administration, etc., that must be balanced against classroom construction costs saved by the plan.

Construction Saved

How much construction can be saved by the four quarter plan? As an illustration, let us consider an actual situation. A high school with an enrollment capacity of 1650 students has its four classes distributed as follows:

	Per Cent
Seniors	18.53
Juniors	22.72
Sophomores	28.79
Freshmen	29.96
	100.00

In terms of numbers, the peak enrollment breakdown would be as follows:

Seniors	306
Juniors	375
Sophomores	475
Freshmen	494
	1650

Bearing in mind that fluctuating birth rates and immigration into the school district could make material changes, let us now assign the enrollments indicated above on a four quarter plan. The first step necessary is to divide the freshmen, sophomore, junior, and senior enrollments into four equal groups. This is necessary in order to equitably distribute the enrollment load among the quarters and to provide the mechanism whereby the student would have three consecutive quarters to constitute his school year. The pattern of the school year would next be laid out in four quarters and the students then enrolled as indicated in Table I.

Reference to Table I shows that students in Group A attend the consecutive quarters I, II, III and take their vacation in quarter IV. Students in Group B begin their consecutive quarters in quarter II and attend quarters II, III, IV and take their vacation in quarter I. Students in Group C begin their attendance in quarter III and attend quarters III, IV, I and take their vacation in quarter II. Students in Group D begin their attendance in quarter IV and attend quarters IV, I, II and take their vacation in quarter III.

From the Table we learn that the 1650 students are distributed over the four quarter year with enrollments in each quarter as follows:

I.	1237
II.	1236
III.	1237
IV.	1239

Thus, the school building should be able to accommodate an additional 411 (1239 plus 411 equals 1650) over the year. On paper and as a mechanical possibility, the four quarter plan increases capacity roughly 25 per cent.

The American Association of School Administrators has summarized some of the advantages and disadvantages of the four quarter plan.[1] To these may be added other points gleaned from studies such as those cited in this article. For the benefit of individuals and groups seeking a ready compendium of information on this subject, the following summary is presented.

TABLE I. Enrollment Distribution of a 1650 Student Capacity School on a Four Quarter Basis

	I	II	III	IV
9)	A 123	A 123	A 123	A V
	B V	B 123	B 123	B 123
	C 124	C V	C 124	C 124
	D 124	D 124	D V	D 124
	371	370	370	371
10)	A 118	A 118	A 118	A V
	B V	B 119	B 119	B 119
	C 119	C V	C 119	C 119
	D 119	D 119	D V	D 119
	356	356	356	357
11)	A 93	A 93	A 93	A V
	B V	B 94	B 94	B 94
	C 94	C V	C 94	C 94
	D 94	D 94	D V	D 94
	281	281	281	282
12)	A 76	A 76	A 76	A V
	B V	B 77	B 77	B 77
	C 77	C V	C 77	C 77
	D 76	D 76	D V	D 76
	229	229	230	229
Totals	1237	1236	1237	1239

SUMMARY OF SOME ADVANTAGES AND DISADVANTAGES

Basic Assumptions

1. The purpose of the four quarter plan is to expand the utilization of existing school plants and thus afford some relief from the current shortage of classrooms.

2. The instructional year would consist of four quarters each of which would be approximately 12 weeks long.

3. Pupils would attend three consecutive quarters and vacation during the fourth quarter.

4. Teachers and administrators would serve three consecutive quarters and vacation during the fourth quarter.

Advantages of the Plan

1. Buildings would receive more use and this would cause fewer classrooms to be needed at a given time, somewhat relieving a pressing building program.

2. There would be a possibility of developing short courses and more electives.

3. There would be an opportunity for teachers to attend regular college sessions during their off-quarter.

4. Students would be able to work at seasonal industries during their off-quarter.

5. Ambitious and talented students, by attending throughout the year, could finish high school sooner.

6. The plan would be convenient in case of a prolonged illness of a student.

Disadvantages of the Plan

1. If the maximum in housing potential is to be achieved, *compulsory* assignment of students to quarters is necessary. This is likely to result in parental objections of such volume that if the experiences of Houston and Dallas are meaningful, a successful operation of the plan would be almost certainly doomed to failure.

2. Expenditures for additional teaching services, clerical aid, auxiliary school services such as school nurses, child welfare and attendance supervisors, food services, and transportation would increase. Costs for fuel, lights, and maintenance would also increase. In Los Angeles, it was estimated that plant maintenance costs alone would increase 12½ per cent due to the fact that work now performed in the summer months would have to be done at night or on week ends.

3. Unless the four quarter plan were on a regional or state basis, the problems of integration and transfer of pupils would be so great as to make the plan impractical.

4. The task of securing teachers might become next to impossible. Teachers change locality during the summer months. Few teachers would be willing to take an assignment that would prevent their accepting more attractive employment elsewhere.

5. The continuity of student study under the guidance of a teacher beginning any given quarter might be disrupted by the termination of the teacher's contract before the conclusion of three consecutive quarters of student study.

6. New courses would have to be established for each quarter programming and graduation would occur four times a year. Most school systems have sought to avoid even semester continuity breaks.

7. One fourth of the school population would be out of school each quarter. The tug and haul of those in school and those out of school might produce serious truancy and/or delinquency problems.

8. Pupil participation in interschool athletics might be nearly wiped out. Such was the case in the Pasadena, Calif., 6-4-4 plan where there existed only a different school organization and not a different calendar.

9. Co-ordinated effort for instructional improvement would be hampered because one fourth of the faculty would always be "on leave."

10. The spreading of enrollments over four quarters might have a deleterious effect on the secondary school's ability to maintain classes in subjects where enrollments are minimal even under the semester plan of organization. Examples of such courses are: Trigonometry, Latin, Physics.

[1] American Association of School Administrators, *Circular No. 7*, August, 1952.

11. Although some businesses and industries permit employee vacations at times other than the summer months, the majority of concerns find it expedient to schedule vacations during the summer months when production and exchange is slack. Most families would resist a program that would disrupt normal family relationships during the traditional summer vacation periods. On this point, the Los Angeles study committee declared: "The very fact that the schools are an integral part of the social, business, and industrial community means that they cannot deviate, in their operation, from the trends and practices established by the larger order."

12. The basic objective of the four quarter plan is to accommodate a greater enrollment in a given school building and thus effect savings in classroom construction. Mathematically, it may be demonstrated that the plan will accomplish this result. However, it should be remembered that the plan can also create a situation in which classrooms will stand vacant. This would occur in those buildings in which enrollments had not reached the building's capacity. Therefore, the plan's *net effect* throughout the school system must be closely studied. Furthermore, "adjustments for family convenience" would have to be practically prohibited if the mathematical possibility of the plan is to be realized. Since good public relations are important to school systems, the plan might create ill will of such proportions as to overshadow any housing gains to be realized from the plan.

13. Additional administrative problems would be created. Among such problems would be:

a) The increased number of breaking in periods of new teachers and their integration into the school system.

b) The problem of where to place transient children.

c) The placement of entering first graders in grammar school and the consequent induction of new freshmen in high school four times a year.

d) The need for graduation four times a year.

e) The difficulty in administering an extracurricular program.

14. The four quarter plan does not have a record of successful operation. The theoretical advantages of the plan seem to be outweighed by the disadvantages actually experienced in those communities that have tried the plan.

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SYRACUSE, N. Y., BOARD OF EDUCATION

Recently compiling a $13 million budget request, the board of education for Syracuse, N. Y., is composed of the following members, from left to right: Forrest H. Witmeyer; G. Richard Gottschalk; Percy M. Hughes, Jr.; Mrs. Erna H. Bowes, president; Dr. Paul A. Miller, superintendent; Harry Marley; Mrs. Marion Brenneman; John A. Kane, Jr.

A Combination Requisition and Order Form

WILLIAM G. De YOUNG

Secretary, Board of Education
Township of Wayne, N. J.

The Wayne Township board of education, Mountain View, N. J., has inaugurated a system of requisitioning and ordering which has: (1) improved budget controls over requisitioning; (2) established clear lines of responsibilty among principals, business office, superintendent, and board of education; (3) reduced or eliminated cumbersome clerical procedure and paper work; and (4) provided increased quality and quantity control.

Improved budget control over requisitions. Following approval of the budget, it is the responsibility of the administration to make purchases within the budget allotments specified. This is accomplished by a budget check by the business office before any requisition for supplies reaches the superintendent's desk for his approval.

Clear lines of responsibility. The board of education approves the budget. The principal originates the requisition. The business office checks the requisition against budget allocations. The superintendent checks the requisition for the educational desirability of the articles wanted. The business office sends the order to the vendor.

Reduces clerical procedure and paper work. The purchase order form is a combination requisition and purchase order. It eliminates the need for separate requisition and purchase order forms.

Provides quality and quantity control. The form provides a principal's signature copy which requires the signature of the principal certifying receipt of the quantity and quality of the items ordered.

Forms and Procedures

The form is printed in quintuplicate with snap-out carbon. Each sheet is a different color, with the requisition number printed on each set. Each copy is one-eighth inch longer than the copy above it, the protruding portion showing at a glance the purpose of the copy. Each sheet has space for the name and address of the school issuing the requisitions.

The procedure used is as follows:

1. The principal, or other originator, issues the requisition in quintuplicate.
2. The principal retains Sheet No. 5 for his permanent record.
3. The principal signs Sheet No. 4 and sends the original and three remaining sheets to the school business office.
4. The business office makes a budget check to see that there is adequate budget provision and that the merchandise is being requisitioned from a vendor on the authorized list on file.
5. The superintendent signs Sheet No. 2, his signature registering at same time on Sheets Nos. 3 and 4.
6. The superintendent retains and files Sheet No. 4 for his permanent record.
7. The superintendent sends Sheets Nos. 1 and 2 to the business office.
8. The business office assigns purchase order number, records the transaction, and then retains Sheet No. 2 for the permanent record.
9. The business office official signs Sheet No. 1 and sends it to the vendor, along with a blank voucher which provides place for an affidavit or certificate of claim.
10. Upon receipt of the voucher from the vendor and Sheet No. 3 signed by the principal, certifying as to the quantity and quality, the business office processes the bill for submission to the board of education for approval to pay.

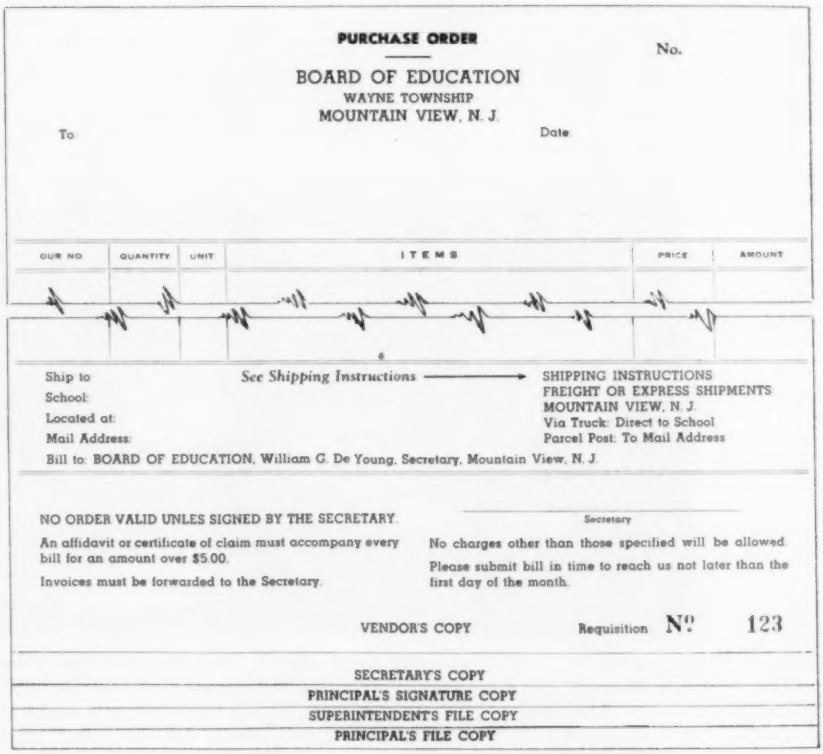
This system has the following advantages:

1. The business office's file copy bears the approval of the superintendent.
2. The principal's signature copy serves two purposes. First, it shows the approval by the superintendent. Later it provides a method for certification by the principal to the business office of the quality and quantity of the items received. (No bill is paid without certification of the receipt.)
3. The superintendent has a file copy of every order.
4. The principal has a file copy of every order issued by his school.

Under this procedure each principal selects articles to be used in his school, subject only to limitations of budget items and amounts, and purchase from an approved vendor.

In the case of items of supply, repair, or equipment, which have been bid and for which contracts have been awarded, the business office originates the orders and forwards the necessary copies to the individual schools along with a copy of the specifications.

At present, deliveries are made directly to the individual schools, at which time the principal signs and forwards to the business office the certification of receipt for processing and payment. Wayne Township is a rapidly growing community, and it is possible that, within a few years, it will be necessary to have a central receiving point. We have found that if we deal with reputable houses we receive products of good quality.



PURCHASE ORDER

No.

BOARD OF EDUCATION
WAYNE TOWNSHIP
MOUNTAIN VIEW, N. J.

To

Date

OUR NO.	QUANTITY	UNIT	ITEMS	PRICE	AMOUNT

Ship to
School:
Located at:
Mail Address:

See Shipping Instructions →

SHIPPING INSTRUCTIONS
FREIGHT OR EXPRESS SHIPMENTS
MOUNTAIN VIEW, N. J.
Via Truck: Direct to School
Parcel Post: To Mail Address

Bill to: BOARD OF EDUCATION, William G. De Young, Secretary, Mountain View, N. J.

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A shortened version of the Wayne Township order form.

Double Duty for School Plants

WALTER REIN
Los Angeles, Calif.

It is said that Gertrude Stein upon her deathbed inquired meditatively: "What is the answer?" then sat up suddenly a short while later to ask: "*What is the question?*"

Random answers will not do; we need right answers to the right questions, and it is doubtless historically true that many a crisis could have been better and sooner met, if the searchers after answers had paused to ask again: "What *is* the question?" Our times are urgent and the questions they pose no less so. One need not be a seer to look upon the ambiguous face of the world today and read there a warning to whittle out essential questions.

We must ask what it is that those nations whose ideologies are alien to our own are really planning. Through many a bitter lesson we have learned that they cannot be trusted. Since we dare not rely upon snap judgments concerning them, it becomes imperative to inquire: Do these nations seek to smile us into delusions of safety and, thereby, into the folly of unpreparedness?

Such a question immediately brings others in its train. Gravely, we ask ourselves: To what extent *are* we prepared? This question we, individually, are in no position to answer. We feel reasonable assurance that our military installations the world over are equipped to follow any sudden enemy attack with immediate, well-aimed retaliation. But what about protection of civilians under nuclear attack? Of that we are less sure.

Looking back from the wry vantage point of 1956, the problems confronting planners for civil defense, even as late as the outbreak of World War II, appear comparatively simple.

Long-Range Planning

In 1935, Nazi leaders in Germany were taking measures to ward off, or at least mitigate, the calamities which they foreknew their own invasion of neighboring countries might bring down upon them. New buildings in Germany were required to include air-raid shelters in compliance with officially drawn, minimum specifications.

Expecting to feel the effects of those fire bombs which they themselves so liked to use, the Nazis took precautions to feed the flames as little food as possible. Therefore, attic storage spaces were ordered cleared of anything that might burn.

Switzerland, depending upon imports for part of her food, and well remembering her difficulties in feeding the population during World War I, established vast emergency stores against the possibility of new war shortages. Among the devices adopted for preservation of these large stocks of food were great metal globes submerged in the Swiss lakes during the second half of the thirties.

Even England, then commonly considered the least prepared of European nations, was taking forethought. In September of 1939, immediately after Germany's attack on Poland, the writer of this article observed that almost every London taxicab pulled along behind it a small fire engine. In anticipation of Nazi fire raids like those over Warsaw a few days before, the Londoners evacuated most of their children in a gigantic move by railroad, placing them with families throughout the British country side. (As we all remember, the "blitz" did not start until London had been lulled into a false sense of security and the children had drifted back.)

Terrible as were the disasters of war, no enemy then was armed with an H-bomb. We know today that our country may become the first target; and that there would be no time, no forewarning. How can we then, today, prepare for protection of our population?

Preparation for the H-Bomb

There has been no answer to this question yet. We can only hope that civil defense planning has gone further than is generally known: that stocks of food and medicines and decontaminants are already accumulated and safely stored throughout the country, and that we are ready to care for the millions of casualties to be expected from any surprise attack. The individual citizen who has escaped that apathy which the fearsomeness and magnitude of the problem engender in some, will ask: "What can be done? What can I — my town, my community — do to prepare for the maximum measure of civilian safety in event of war?"

We have all heard of fantastic plans for evacuation of entire urban populations. It seems unrealistic to suppose that means of transportation, or the roads they must travel over, would be equal to the demands of such mass flight. Let us assume then that a workable evacuation plan aims only toward emptying the central districts of our large cities and dispersing population

Architect Walter Rein of Los Angeles considers how easily and effectively school buildings could be transformed into hospitals and refugee stations in event of an H-bomb disaster . . .

thence to surrounding areas and communities. We wonder whether even this more limited move could be carried out fast enough to escape an approaching air raid. Certainly the difficulties would still be staggering.

Everyone left alive in a bombed locality would be in need of care of some sort. Decontamination would be imperative for all. There would be actually a whole population suddenly made indigent, suddenly helpless and destitute by the destruction or the poisoning of water supply, food, clothes and shelter.

The prime need, of course, would be for hospitals — *empty* hospitals, ready and equipped to minister to the sick and injured. But there is acute shortage of hospital beds throughout the country. Hospital facilities insufficient in peacetime could not meet the sudden emergency needs of multitudes. Within an attack area hospitals cannot be expected to escape destruction, or at the least, great damage. Even if a population had been successfully evacuated to another urban center, the normally overloaded hospital plants could not care for the many thousands more. Or so it would seem.

Schools in the Suburbs

Where we usually have the smallest hospitals and the fewest — in the suburbs, the new subdivisions, the outlying districts — there, like a godsend, we find today most of our newer school plants, or the urgent need to build them. These are the young-family areas, where excellent school facilities often serve not only upspringing crops of children, but the adult communities as well. There, auditoriums and other school facilities usually are available for social and civic activities and are equipped for them.

Without doubt our school buildings would be commandeered in war stricken areas; they would have to serve as emergency shelters, no small contribution to protection and comfort of a population visited by disaster. But it is our intention here to show that far more than mere shelter lies ready at hand in our school plants, if we will but recognize their potentialities.

The more one considers the physical properties of a modern school plant, the more one is convinced that it could readily be converted into an almost ideal emergency hospital. Pattern and features of modern schools are already remarkably adapted and adaptable to the basic needs of a hospital, and the approximation could be made even closer if we would but plan our new schools for this dual service from the start.

The school of today is no longer a single building affair. Academic classrooms are housed in structures well separated from rooms and spaces devoted to noisy activities such as recreation, physical education, and the metal, wood, and auto shops. Special facilities such as laboratories, cafeteria, auditorium, library, health center, shower and locker buildings, are also located apart from the classrooms, as are warehouse, incinerator and sometimes the administrative offices.

The larger number of these buildings, and nearly always the classroom structures proper, are connected with one another by covered or even enclosed walks, usually between six and ten feet wide.

These and many other features of the school plants cry out to be adapted to the immediate purpose of civil defense.

Schools as Hospitals

It is not easy to determine whether, in a hospital, the wards are more important than the operating suite; both are indispensable. Certainly the school plant can furnish wards. It is mercifully obvious that the classrooms would make most comfortable wards, with their efficient heating, ventilation and lighting, their large windows offering masterful protection from glare, their acoustical treatment, their hygienically perfect floors, drinking fountains, pleasant color treatment, and their location away from noisy activities. Even blackout shades or curtains, now used during periods of audio-visual education, are already installed in many classrooms.

Excellent isolation wards would be provided by the school's health center. As the wards are equipped with their own toilet facilities, drinking fountains and lavatories, their use as isolation wards would provide real safety from cross infections or the spread of contagious diseases. Of high value to the nurses would be the observation windows so frequently provided.

Other rooms of the health center might be converted into operating suite, size, and general layout permitting. For schools not yet constructed, the health center's examination room should be planned from the start for easy conversion (in connection with adjacent rooms) into an operating suite.

The covered passages between buildings offer similarly obvious aid to a conversion plan. The walks would be used, of course, to move patients from one building to another, for instance, from ward to operating room. They would enable doctors, nurses, stretcher bearers, and ambulant patients to get around in any weather without exposure, as well as make possible ready distribution of food by carts.

Nurses' stations, too, seem almost made to order: in many schools, offices are located between every two classrooms. There are usually windows in the partitions separating these offices from the classrooms. With or without the observation windows, such offices could easily be equipped to serve as nurses's stations. They are usually already furnished with built-in cabinets, where blankets, linen, pillows, sterilizers, drugs, splints and other items that nurses must have at hand at all times could be stored. A sink is also likely to be part of the existing equipment, as is a telephone or speaker connection with the administrative offices.

School administrative offices are admirably equipped to continue their function under hospital management; little alteration of their built-in facilities would be necessary.

Auxiliary Areas

The administrative quarters sometimes include large rooms for parent-teacher assemblies and other meetings, room for the teaching staff, and conveniences for preparing snacks. These rooms might be turned over to the nurses as dormitory and day room or lounge. Still other administrative offices could serve as quarters for the physicians and civil defense workers. Here, as throughout our modern school plants, there are numerous lavatories.

If school structures of more than

one story should be considered for wards, these would need an elevator of sufficient size. The service elevator often planned for such buildings should be dimensioned to allow for a stretcher and attendants.

Little need be said about emergency use of cafeteria and auditorium. The former would take on the task of preparing food for patients and staff and, in all likelihood, for a large number of nonpatient refugees as well; the latter would house those refugees not in immediate need of hospital care.

Tents or barracks to house thousands more refugees could be erected upon the sports fields.

In a school operating as a disaster emergency center, all persons housed there, and probably thousands more from surrounding areas, would depend for a while upon the food distributed by the cafeteria staff. The homemaking classrooms would supply additional kitchen equipment, as well as laundry and sewing equipment, and the school incinerator would safely dispose of all combustible waste not emanating dangerous radiation.

There would be excellent tools on hand in wood, metal, and auto shops, for maintenance and repairs. The auto shop would perform invaluable service in keeping ambulances in repair, and the radio shop in keeping radio communications open.

The existing driveways, planned for school buses and supply trucks, would be fully adequate for the requirements of ambulances.

Pharmacy, laboratory, pathological examination room, and morgue could be satisfactorily contrived from biology, physics, and chemistry classrooms.

On the other hand, school warehouses, as they are now usually constructed, are not large enough to store those thousand and one items that a hospital must have in order to function.

In some schools, the health center is equipped with a dentist's chair. Here dental treatment of ambulant patients and staff members could be provided.

Local Level Planning

All the foregoing are merely generalized suggestions. They are intended to show how readily school plants could be made to serve as self-sustained centers, islands of assistance and service in an ocean of destruction.

Because school plants differ from one another, actual planning for their conversion into emergency hospitals must be carried out at the local level. Their differences must be taken into consideration, and the specific plans for rapid, efficient conversion must exactly fit the specific schools for which they are intended. Such planning should not be postponed and should proceed under direction of the Civil Defense Administration.

First, those schools suitable for emergency hospital service should be selected from all existing schools. It is the writer's opinion that school plants in the most likely immediate target areas should be excluded from the plan, and only those chosen which are in less vulnerable locations. For every school within the conversion program, exact plans should be worked out without delay by qualified architects with knowledge of hospital requirements. They should be furnished general directives for the project.

The wisdom can scarcely be overemphasized of designing our new schools with their second function in mind. Failure to make in our plans those relatively few and simple preparations required toward a so greatly improved preparedness would appear to be folly indeed.

It should be made mandatory for new school plants that they provide certain minimum requirements for possible use as disaster emergency centers and hospitals. These ought to include the maintenance of a stand-by electric power plant and a water well of sufficient capacity to fill the total need of the school plant. Such a well would in time pay for itself, and it would assure the district of at least one source of potable water should the general water supply system become unusable.

Certain piping and wiring are required for immediate connection of hospital equipment items; a further requirement is safe storage space entirely adequate for the safekeeping of countless items incidental to the functions of an emergency hospital and to caring for multitudes of human beings — well, ill, injured, contaminated, and dead. To enumerate the items which must be stored would go beyond the limits of the general suggestions made here.

Payment of the Plant

Everyone familiar with school matters, who has read to this point, will now raise the question: "Who is going to pay for this program, and how?" Almost every school district faces acute financial problems. Numerous are the ways in which funds might be spent, were they at hand, for furthering our children's education. Many school districts have exhausted their bonding capacity and can build the schools they need only if the states will lend the money. The states, in turn, are careful with the taxpayers' money and try to stretch it to create as many school facilities as possible with the means at hand; hard-pressed to pay for traditional essentials, they are wary of "frills." The states can hardly be expected to pay for the program under these circumstances, despite the undeniable importance of planning *now* for emergency hospitals in disaster time, and despite the remarkable fitness of our school plants for such a purpose which we have here attempted to point out.

The President has suggested federal help for school construction and the White House Conference on Education has gone on record in support of this suggestion. While Congress has not adopted the necessary legislation, possibly the financial aspect of the conversion feature could be solved by federal legislation. Civil defense is a direct federal responsibility.

The community has it within its power to furnish at least part answer to that central, urgent question: To what extent are we prepared? Local planning for conversion of schools into hospitals at a moment's notice would make most substantial contribution to that answer.

Assurance that such emergency centers are to be made available in or near all communities should go a long way toward restoring a certain feeling of security lost to us since the emergence of the H-bomb.

"Local planning for conversion of schools into hospitals at a moments notice would make most substantial contribution" to the question of how well-prepared we are for the safety of our civilian population in case of war . . .

Welcome! Welcome! to New Parents in Our Schools

MELVILLE J. HOMFELD and PAUL R. STOUFFER

For many years the five schools of the Menlo Park Elementary District have been offering parents the usual opportunities to understand what is going on in their schools. Open houses, parent-teacher conferences, and beginning-of-the-year class meetings, spiced with repeated invitations to visit school, have been standard procedure.

Then, two years ago, we took a close look at the program. Was it answering *all* the questions of *all* the parents? Was it providing them with the basic information necessary to the development of a well-informed school opinion?

We found that our program was doing its job well for the most part. But in one area we came up with a complete blank.

Many new parents move into our district each year, or have children who transfer within the district, thus attending a school for the first time. Yet we had made no effort to answer the "special" needs of this "special" brand of parent. They came to their child's new school with no specific knowledge of it, without any idea of how the school fitted in the district as a whole. Often, being completely new to Menlo Park and to California, they had no idea of the broad district picture whatever, and had to pick up such information as they could — some of it correct, some of it badly mishandled versions of simple facts. We felt this was a definite oversight — and an especially bad one since this area of our program was a basic one. We felt that something had to be done about it.

Dr. Homfeld is superintendent for the Menlo Park, Calif., City Elementary School District, while Dr. Stouffer is the district's curriculum director.

Meetings for New Parents

In the fall of 1954, and again in September of 1955, we scheduled meetings at each school for parents who were new to the district or to the school. Individual invitations, naming the time and place of the meeting, were sent out immediately after registration accompanied by a letter of welcome from the principal and the superintendent.

At the meetings parents got specific information about the structure, background, and operation of the district, presented informally by the school principal, superintendent, curriculum director, business manager, and board members. Active question periods helped pinpoint the areas about which parents had most curiosity. After the formal adjournment, parents drank innumerable cups of coffee and stayed on, talking personally to administrators, most of whom they would not see often during the year but whose work and ideas would vitally affect their children's educations.

The meetings were opened by the school principal, who gave a history of his or her particular school and spoke briefly of the plant itself, its staff, and other conditions affecting the educational climate.

The principal concluded by introducing the superintendent of schools. He explained to parents how the school district was originally formed, and discussed the relationship of the district to its town. He also discussed the district's size, the teaching staff in general, and some of the special educational opportunities offered by our schools.

Speaking next, the district's curriculum director explained briefly some of the services that his department renders to teachers. In particular, he told parents the story of how a teacher is selected for employment, discussing interviews, observation, examination of confidential papers, through to the final issuance of contract. He also described the "tools" of the teaching "trade": textbooks, the County Library System in use in California, the audio-visual aids, and all the regular supplies available in each classroom.

The district's business manager followed to fill in with the financial part of the educational picture. He explained where the money for their children's education comes from, how it is budgeted and spent. He showed parents simplified figures explaining the cost per pupil for a school year, and the taxes levied against homes of various values, with a breakdown of how the money is spent.

The last speaker was a member of the school board who welcomed the parents and told them something of the board personnel, the members' responsibilities and function, and invited the parents to attend board meetings whenever possible.

Then came the question period. We learned something about what really interested the new parents, what the blank spots were in their knowledge of their schools, and we were put on the "spot" once or twice, too. "What do you think of Unification?" "*Can* Johnny read?" "And what is all this in the newspapers and books about his not reading (or writing, spelling, or adding)?"

Both because, and in spite, of this kind of open and candid "question-answer" atmosphere, we have found this to be the most lively and rewarding part of the meeting. We were happy to find that parents had many healthy curiosities about the school district and their schools which we were able to satisfy, thus forearming them with the knowledge to better aid their children in their school careers.

When the questions had all been asked and answered, the president of the school PTA welcomed the group. She briefly sketched in a few of the PTA plans for the coming year, invited parents' active participation, and then with timely swiftness, directed parents to the coffee table.

Most parents got their coffee and came back personally with more questions over the coffee; discussion really began in earnest, and often such conversations kept us until 10:30 or later.

Successful Meetings

"More-than-favorable" remarks and letters from parents have proved this series of meetings to be a most effective introduction of the new parent to his school and district. All those who have attended say that it is the first time they have had an opportunity to "start out" learning something about the schools, and to feel that they are truly welcome as new people in the community.

The "Parent Education" meeting series, as we call it, is a public information service we intend to continue and develop as a standard part of our program of informing the public about their schools.

We suggest it as a most effective means of meeting the special needs of new parents.

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS

JOHN B. GEISSINGER
Superintendent, Somerville Public Schools
Somerville, N. J.

— Town Journal photos by Holland

The use of games and audio-visual aids injects vitality into the study of foreign languages in the Somerville, N. J., schools.

"Are your students English-bound? In Somerville our third graders are not. They can greet you in Spanish or French, inquire of your health and that of your family, discuss the weather, and, if they dared, ask your age.

"How would you like to walk down the street of your community and have eight-year-olds greet you with a 'Buenos dias, senorita! Como esta Vd?' or 'Bonjour, mademoiselle. Comment allez-vous?' in a tone of joy and pride and in an accent at least as good as your own?[1]

With these optimistic words Somerville announced several years ago the inauguration of a program begun as an experiment in February, 1949. The program is still called "experimental" by many, but those who have lived and worked with it continuously since then no longer believe it to be "experimental" but consider the teaching of Spanish and French to all students from third through eighth grade an integral part of the elementary curriculum.

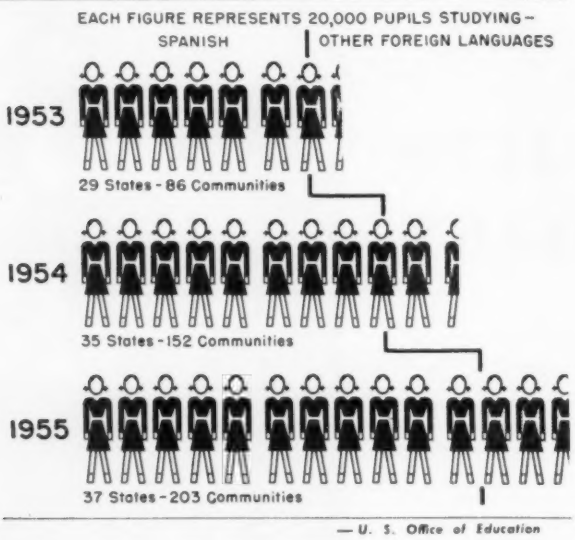
[1] Chamberlain, Dorothy, "Somerville's Sprouts, Linguists," *New Jersey Educational Review*, Dec., 1951, p. 124.

This school year, with the entry into high school of the first students who have studied French since third grade (the first students of Spanish having entered grade nine last year), it has become possible to look back and review and evaluate successes and failures.

With the initiative provided by the previous superintendent, Dr. W. F. Lawrence, a careful study was made of the merits as well as the problems to be encountered in the teaching of a foreign language in the elementary grades. At the time it was evident that the high-school, foreign-language department was in need of revitalizing. The students needed to be shown the necessity for the study of foreign language, and better motivation was evidently desired to attract more students. Dramatizing the study of foreign languages appeared essential. Perhaps by creating interest and enthusiasm in the "Babes in the Woods" in the elementary grades, the whole foreign language program would be enriched and vitalized, and no further motivation would be necessary to attract more students at the high school level.

In many meetings and conferences, study groups, and parent-teacher panels, the desirability of introducing foreign language into the lower grades was discussed. The parents and the members

Number of children receiving foreign language instruction in U. S. public elementary schools, 1953–55



— U. S. Office of Education

of the board of education were most enthusiastic and endorsed the proposal wholeheartedly.

Why Third Grades?

In answer to the usual question, "Why was third grade selected as the starting point for the program?" the Supervisor of Elementary Schools in Somerville, Miss Margaret C. McCormack, explains that it is believed the children of this age already have a reasonable mastery of the tool subjects. "Furthermore," says Miss McCormack, "they still have the flexible speech organs of early childhood and a freedom from self-consciousness that lends to perfect imitation."[2]

The Somerville program rotates the languages, one third grade taking Spanish and continuing it throughout all the elementary grades, and the third graders the next year following the same pattern in French. Whether a child studies French or Spanish is purely an accident of birth, but whichever language he starts, he continues through eighth grade.

At first, language classes met three times a week for 20 minutes each period. Later on, the time was increased to five times a week for 15 minutes each period to provide daily repetition. In the junior high school (grades seven and eight in Somerville) one teacher teaches both French and Spanish. These classes meet three times a week for 40 minutes each session.

The language taught to third graders for the first year of the "experiment" was Spanish. This was decided because a unit on Mexico was normally introduced in the second half of the third grade. In the teaching of this unit, Spanish games, songs, and expressions could be used to enrich the total unit and to achieve a greater measure of correlation. Another reason for the selection of Spanish was the interest in the program of the high school Spanish teachers. One of these teachers had had considerable training in the new field and had just spent a summer at Western Reserve University. She volunteered to teach the third graders for the rest of the term.

The following year, the same procedure resulted in the introduction of French, also in third grade, and also under the direction of a competent secondary teacher.

As the pupils progressed from one grade to the next and continued the study of the foreign language, it became apparent that the increasing pupil load imposed too great a burden on the high school teachers who were still maintaining a full schedule of high school classes in addition to those in the elementary schools. Therefore, in 1950 an additional teacher of French was employed, and in 1952 a full-time teacher of elementary Spanish was added to the staff. Each of these teachers had an excellent command of the language and a fine background of training. Each had previous teaching experience on the high school level.

The Teacher Shortage

The problem of securing teachers with an adequate language background together with a knowledge of techniques and methods applicable to the elementary school child has been, and still is, a serious one. A few colleges have introduced courses in the training of teachers with strong language majors for service in the elementary grades. However, the interest encountered everywhere in this new program has set up a demand for teachers far beyond present supply.

The Somerville "experiment" requires teachers with a new outlook, a willingness to try something different, an ability to dramatize and motivate, a liking for young children, and, of course, a command of the spoken foreign language. An example of the completeness of the use of the foreign language in the classroom was found two years ago when, after a Spanish program presented by a third grade class before the local Exchange Club, one youngster said to the superintendent in a loud stage whisper, "I didn't know that Senorita Giovanniello could speak English!"

At the outset of the program some assumptions and theories had to be made, a few without scientific substantiation. It was known that by the time they reached grade three, children could use their own language rather well — all children: the bright, the average, the dull. Since these children had learned their mother tongue by imitation of what they had heard and by practice, it was decided that Spanish would be taught the same way and to all the children in third grade, regardless of intelligence.

After the first year or two, several surprising conclusions were drawn. One was that pupils of low IQ learn a foreign language as well as pupils of high IQ, sometimes better, because of the oral-aural method which eliminates the handicap of poor reading and comprehension. In other words, the most important equipment the child needs is "a good ear." Also, the pupils know they are not being graded for mastery and achievement.

Another most startling finding is that students with speech defects in English do not show the same tendencies in Spanish or French. Whether this is due to the better motivation in the foreign language class with its newer methodology or whether emotional blocks caused possibly by failures in other academic subjects produced the original defect, for example, stuttering, is not yet known. However, the fact does remain that these children in third or fourth or fifth grade do not hesitate to speak in the foreign language and do not stutter. Thus, one fine result of the program has been the realization of a need for re-examining methods of instruction in other school subjects.

Children Progress Into High School

In anticipation of the entry into high

[2]McCormack, Margaret C., "Buenos Dias or Bonjour," *Education*, Apr. 1955, p. 1.

school in 1954 of the first group of students who had studied Spanish since third grade, some problems had to be solved and some questions answered.

To understand better the complicated problems faced upon the entry of these students into high school, one should become familiar with the organization and size of the Somerville school system. Somerville is a town of some 14,000 inhabitants, located in Central New Jersey about 25 miles west of Newark. It has a student enrollment in all grades from kindergarten through twelve of slightly over 3000, of whom some 1350 are in attendance in the senior high school in grades nine to twelve. Of these 1350, some 800 come from outlying elementary school districts which pay tuition to Somerville. These nonresident students enter high school without any previous study of foreign languages.

Prior to the entry of the freshman class of September, 1954, the high school students had been permitted to elect courses in either college preparatory or conversational French or Spanish, as well as Latin. Now it became necessary to provide another level of instruction to students who had studied Spanish since third grade. To a large degree this would be an opportunity to evaluate the elementary program; this would be one of the few cases, to date, over the country where achievement of the elementary-trained student of Spanish, and a year later of French, could be compared with that of the student having had no experience with a foreign language, as well as with that of the student having had one or even two years of high school Spanish or French!

A new course of study had to be prepared; new books selected; new methods tried; standards of evaluation set up; college entrance requirements checked anew; State Department of Education regulations with respect to credit re-examined.

The new groups of students were, for want of a better name, called Spanish 2A and French 2A. The teachers report that they were both "thrilled and frightened." They expressed eagerness to see what progress these pupils could really make; yet realized that the children had really been "guinea pigs," the possible victims of trial and error. They had not had the advantage of being taught according to a prepared course of study; this obviously had to be written from year to year. They had had different teachers over the years, with varying degrees of experience and training.

Thrilling and Profitable

Of the 47 students who continued college Spanish in high school, only one failed last year, despite the fact that the IQ range was from 87 to 137. This demonstrated that either the early training, or the interest, or both had been factors in their success. This group in its second year in high school is now in third-year Spanish and is mixed with upper classmen who arrived at that point by the conventional way of two years of high school Spanish. Those who continue the third year under the conventional plan are usually the cream of the crop. However, to date, the better students of the "experimental" group outclass them, despite the greater maturity of the older pupils.

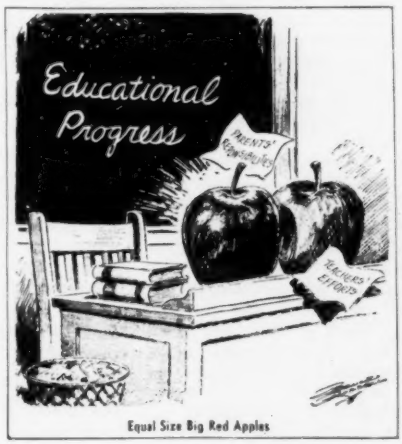
The experience with the French 2A group is much the same as in Spanish 2A. Although they have been in high school only part of a year, there are indications that their achievement will equal that of the Spanish group.

It is still to early to draw any valid conclusions from this program. It is the opinion of Somerville parents and teachers that the youngsters have been provided with a thrilling experience which should be a profitable one. Provision has been made for those who are not going to college and who have not the mental equipment to cope with the more formal grammar of the usual foreign language course.

One important result of the program to date has been a reawakening of interest in foreign languages in high school. Obviously, enrollments have risen sharply in French and Spanish. In addition, the revival of interest in these languages has led to the introduction of German into high school, a subject discontinued during World War I. Possibly as a result of the interest of parents in the lingual facility of their children in this program has come the introduction of courses in conversational French and Spanish into the adult evening classes of the Community School for Leisure Learning.

The many visitors from all parts of the country and the numerous requests for purchase of courses of study attest to the interest in Somerville's "experiment."

In 1953, at the request of the New Jersey Modern Language Association, one of the fourth grade French classes gave a 20-minute demonstration at Montclair State Teachers College. Last fall, a group of sixth graders presented a similar program before the Northwest Conference of Modern Language Teachers at its meeting at the University of Pennsylvania. Two trips to Philadelphia during the spring term to appear on television shows in that city, at the request of the New Jersey Education Association, have further stimulated both the French and Spanish groups.



Equal Size Big Red Apples

—LOS ANGELES TIMES

Some Questions Unsolved

Articles have appeared in newspapers, magazines, and periodicals.[3] All these in addition to local appearances and demonstrations before service clubs and parent-teacher associations have kept students, and their parents as well, on the "qui vive" and have publicized Somerville's "experiment."

Many questions remain unanswered and many problems unsolved. How will these students fare in college or in linguistic ability when they travel abroad? Should the program be expanded to include German in the elementary grades? What are the implications to teachers of other school subjects, particularly to teachers of English? Can and should other subjects traditionally considered the province of the high school alone be introduced at an earlier grade level? How far can the elementary program in any subject area be expanded and still not threaten mastery of the three R's? Since most high school subjects have their beginnings in the elementary years, is it possible that there is need for more long term planning for "continuity?"

It is admitted that the program is not perfect, yet these children have developed greater powers of self-expression through a bilingual medium. They have increased their understanding and appreciation of foreign lands and people. They know more of the traditions, games, music, geography, and history of these foreign lands than their parents now know. Furthermore, they have become aware at an early age that children in other lands are doing the same things they are doing. Who can say how much of a contribution this will make to the development of a better world?

[3]Lyles, Victoria, *et al.*, "Foreign Language in Elementary School," *NEA Journal*, Washington, D. C., Nov., 1953, p. 479.
Fenimore, Watson, "Why Teach Languages in the Third Grade?" *Pathfinder . . . The Town Journal*, Philadelphia, Pa., Mar., 1954, p. 32.
"Foreign Languages in the Grades: Why and How," *Educational Trend*, Arthur C. Croft Publications, Washington, D. C., 1953, No. 253.

Indiana Studies Its Joint Schools

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Indiana, like many states in the nation, permits local school districts to unite to operate schools by superimposing a new school organization over the original territory. In Indiana and some states these organizations are called joint schools. In other states they are known as regional or union high schools, or union superintendency districts. These are types of reorganized school districts which are established to offer better educational programs and services.

Public education is a responsibility of the state of Indiana, but a great part of that responsibility has been delegated to local units of government. The results of this situation have been both good and bad. The wealthy and more populous communities have developed excellent educational programs, and the less fortunate and sparsely populated areas have made little progress. Instead of the state mandating school unit reorganization, it has passed laws to permit the local school units to form larger administrative units. The formation of these units has led to the establishment of joint schools and school consolidation in the state.

As a result of the interest and encouragement of an informal committee, composed of representatives of the four state institutions of higher education in Indiana, the State Department of Public Instruction, the Indiana State Farm Bureau, and the State Board of Accounts, a doctoral study of joint school organizations,[1] of which this is a summary, and one of school consolidation in Indiana[2] were made under the direction of Indiana University.

In 1852, Indiana passed a law mandating that a township system of education, in addition to town and city units, be established as the school administrative units for the state. This act, in effect, did away with small school districts in Indiana by consolidating them.

The township and independent city and town school administrative units served very well for many years and represented considerable improvement over the small district unit. However, with the development of better roads and more efficient equipment for transportation, and with the advent of technical knowledge and social integration of the populace, there was need for larger schools.

A joint school organization in Indiana is a new administrative unit, which is established and maintained under the provisions of a state law permitting two or more school corporations to unite for the purpose of establishing and operating schools without surrendering the separate identities of the corporations involved.

The 41 joint school organizations legally operating in Indiana in 1953–54 were formed by 50 townships, 18 towns, and 7 cities. The earliest organizations involved only two corporations, but later organizations averaged two and one-half corporations.

Criteria of School Reorganization

In order to study administrative adequacy of joint schools in Indiana, it was decided to measure them by certain criteria. Since there were no suitable criteria for evaluating reorganization of school units in Indiana, it was decided to establish such criteria. With the assistance of the committee responsible for the two studies, a jury of experts in the field of school unit reorganization in Indiana was established.

These criteria concern the minimum and desirable size and grades to be included in the administrative unit and the size and number of teachers for both the elementary and high schools of the unit. Also the criteria were established to judge some features of transportation, taxing structure, the community served, the school board and the administrator.

Administrative Adequacy

With these and other acceptable educational criteria in mind, an interview guide was designed for gathering data from the superintendent of each joint school organization in the state.

The joint school organizations were formed by reorganizing school units or districts, and yet only one twentieth were large enough to meet the minimum acceptable size. Only one fourth of the organizations had high schools and three fourths had elementary schools of adequate enrollments.

Only one twelfth of the joint school organizations owned and operated pupil transportation facilities. In the other organizations the facilities were owned by the participating school corporations which had the pupils to transport. In two thirds of the organizations the time going to and from school was considered satisfactory.

Each of the joint school organizations had a school board for administering the schools. Approximately one half of these organizations had an odd number of three, five, or seven members, each with a single vote. The board members from almost two fifths of the joint school organizations received no salary.

Five eights of the joint school organizations had a professionally trained superintendent who was the executive officer of the board of education and directly responsible to the board.

In many respects the financing of joint schools is unusual in that the participating school corporations furnish the operational and building expenditures. In only one seventh of the organizations were the school tax rates of the school participating units equal. Usually assets and liabilities are considered as belonging to the member school units of the joint school organizations even after reorganization.

The area served by the joint schools did not always correspond to school corporation and civil boundaries, although the state laws did not provide for disregarding these boundaries.

Some Educational Features

Joint school organizations which employed a local superintendent of schools had a greater curricular offering in the high school, had a larger number of teachers with at least the bachelor's degree, and had a larger percentage of schools with the first class commissions. There was no significant difference, however, in the per pupil expenditure of these schools and those which did not employ a local superintendent.

A majority of the superintendents indicated that an enriched curriculum and more specialized educational services could be made available and pupil transportation would be less of a problem if additional territory could be added to the join school administrative unit.

The per pupil expenditure in the large joint school organizations was approximately equal to the expenditure in the small organizations, but the educational programs and services were considerable greater in the larger organizations.

Many factors point to administrative weaknesses of joint schools in Indiana but these were formed for the purpose of providing better educational programs and services. Also many of the joint schools in Indiana have led to the consolidation of the participating units. Perhaps the joint school organization can be regarded as an intermediate step which leads to school consolidation.

It is advisable that school officials exercise considerable leadership in effecting the logical reorganization of school units; otherwise some small and possibly poor areas will find themselves alone and unable to provide an adequate educational program at reasonable cost, while others may merge in order to enjoy a preferred financial status.

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[1]Glenn, E. E., *Administrative and Educational Adequacy of Indiana Joint School Organizations*, 255 pp.
[2]Rachford, G. R., *A Study of Sixty Consolidated School Corporations in Indiana*, 170 pp.

Board Discretion Concerning District Consolidations

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In the final report of the Committee for the White House Conference on Education there appear two noteworthy sets of figures with reference to school district organization.

The first statistic points out that there are 8764 school districts in the United States which operate no schools at all; the second (a rule of thumb) suggests that for maximum operational efficiency, a school district should have at least 1200 pupils and 40 teachers.

It is fairly well agreed, I would say, that both sets of figures point to the well-recognized need for more effective district consolidation programs in many states.

An interesting case involving this aspect of school board operations was decided in the Court of Appeals of Ohio.[1]

Facts of the Case

At a meeting on October 29, 1953, the board of education of Hamilton County adopted a resolution, abolishing and dissolving the Crescentville, Evendale, Glendale, Runyan, Sharonville, Springdale, Stewart, and Woodlawn local school districts, and transferring the territory embraced within these districts to a new district thereby created.

On October 31, Stilwell *et al.* brought suit to enjoin any board action from being taken to carry the resolution into effect. In his petition, Stilwell alleged that the resolution of the board was void because, among other things: (1) the board had misconstrued and misapplied the applicable statute concerning the filing of protests against its October 29 resolution when it had limited remonstrators to those residents who had voted at the 1952 general election; and (2) the notice, as published by the board, of its passing of the October 29 resolution, was defective and misleading in that, (*a*) it was not published in full, (*b*) it was not published until November 6 and 13 — which was shortly after the 1953 general election — and, (*c*) it had not informed the public that the "last general election" referred to in the statute controlling remonstrances was the 1952 election, and not the 1953 election which had been held on November 3, 1953.

The complainants also alleged that the meeting at which the resolution was adopted was held in violation of a promise made by the county board to the local boards. The promise, allegedly, was to the effect that nothing would be done until the local boards had questioned the Cincinnati Bureau of Governmental Research concerning a report, relating to the consolidation, which had been made at the request of the local boards and which they had originally received from the Bureau in August, 1953.

Such actions, Stilwell argued, were arbitrary, unreasonable, and an abuse of the board's discretion.

The Issues

The specific question, at issue in this particular case, might be worded: Were the actions of the Hamilton county board, under the circumstances related, arbitrary, unreasonable, or taken otherwise than in the exercise of its sound discretion?

But of more general interest, perhaps, would be the extent to which this opinion might review the scope of a board's discretionary powers with regard to a proposed consolidation program.

Findings of the Court

The court considered first whether the general election of 1952 or 1953 controlled in passing upon the eligibility of a remonstrant — i.e., one who submitted his name in protest against the board's consolidation resolution.

The pertinent language of the applicable statute said: "A county board of education may create a new local school district from one or more local school districts or parts thereof. . . . Such action of the board shall not take effect if a majority of the qualified electors residing in the territory included in such newly created district voting at the last general election shall, within 30 days from the time such action is taken, file with the board a written remonstrance against such action."

In this connection the court said: "At the time this resolution was adopted [on October 29], there had been no general election in 1953. [It will be remembered that the election was held on November 3.] At the time this action was begun [October 31], there had been no such election. We are unable to conceive how a future election can be brought within the meaning of the phrase 'last general election.'"

Accordingly, the court announced its decision that the general election of 1952 was the "last general election" within the meaning of that phrase as used in the applicable statute.

To the allegation that the published notice of the board's action did not comply with the statute — in that the publication was not a verbatim reproduction of the resolution — the court denied validity. Noting that the published notice did contain "the substance of the resolution," the court concluded that there had been a substantial compliance with the statutory provision requiring publication of "the adopted resolution."

To the allegation that the board had acted unlawfully, unreasonably, and arbitrarily, the court first emphasized that the burden of proof of such charges rested with Stilwell *et al.* In this connection the court said: "The record shows that the problem of these eight local school districts had been under discussion for years.

[1] *Stilwell et al.*, v. *Board of Educ. of Hamilton County et al.*; cited as 130 N.E. 2d 857 in the National Reporter System.

. . . Consolidation was advocated by some. It was opposed by others. . . . In August, 1953, [the Cincinnati Bureau] submitted its report to the local districts [by whom it had been employed to make an investigation] with its recommendation that consolidation was the best present solution of the problem."

The court noted that both prior to and subsequent to this report the opposing views were presented at several meetings of the county board.

Furthermore, the court continued: "[The] report itself related exclusively to the question of how to provide for the educational requirements in the specified territory — a matter of opinion and policy in the sound discretion of the county board."

Concluding that the remonstrants were given every reasonable opportunity to present their views, the opinion held: "We find no abuse of discretion in this connection [nor] can we detect any abuse of discretion based on the time of passing . . . [the] resolution."

Significance of Case

To the Hamilton county board specifically, the significance of this opinion lies in the court's finding that (as related to the proposed consolidation) the board's actions were not arbitrary, or unreasonable, and did not abuse the board's discretionary powers.

Of more general importance — and of significance to school boards in practically all jurisdictions — were the findings of the court with respect to district consolidation programs in general. These might be summarized as follows:

First: Courts will not give a *prospective* application to the term "last general election" — as that term is used in a pertinent consolidation statute — merely because a general election follows shortly after the filing of a suit, which suit requires a judicial application of the term.

Second: The mandatory published notice of a board's consolidation resolution will not be declared defective merely because the notice was not a verbatim reproduction of the resolution, so long as the notice contains the substance of the resolution.

Third: Where a board action is alleged to be arbitrary, unreasonable, and an abuse of its discretion, the burden of proof of such charges rests with the accusers.

Fourth: Where the matter of a possible district consolidation has been under discussion for an extended period of time, and where the opposing views are presented at several school board meetings prior to a scheduled general election, the board will not be considered unreasonable, or to have abused its discretionary powers, merely because it advances the date of one of the meetings and adopts the consolidation resolution a few days before the election.

For High School Administrators —

A Suggested Working Calendar

EDWIN J. BROWN

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The second part of Dr. Brown's article concludes his schedule suggestions for high school principals from the second month until after the closing of school . . .

II

IX. Second-Month Duties

48. Develop time and effort-saving devices.

a) Arranging bulletin board and properly caring for it.

b) Determining what shall go into the teachers' bulletin and setting up machinery for its regular issuance.

c) Systematizing the handling of the various reports from teachers. (If the plan you have is good, keep it.)

d) Utilizing advanced (honor) students in the office in clerk capacities.

e) Systematizing the issuance of school supplies other than janitorial.

f) If not in use, setting up the mailbox system for all teachers.

g) Making the janitor understand at an early date that all repair work must be taken care of the day a break or tear appears. (This for the smaller high school. Promptness in repairing any damage is always considered imperative in the larger school.)

h) Systematizing your own routine work which is of a more or less mechanical nature.

49. If possible (training being adequate) set up an experimental study or two in methodology using high school classes as subjects; these to run for four months, or even less. Use these as a basis for a professional article or two to be written during the fifth or sixth month. (The principal with definite opinions on any administrative or classroom topic should always supplement his reading with empirical data. His findings, though incomplete and perhaps only partially reliable, are a point of departure for further study by others.)

50. Check up on all work of a routine nature which the school is presumably doing. The degree and extent to which permanent committees are working, the school's out-of-class activity program, and the school's general publicity program are examples of routine work.

51. Increase your personal acquaintance with the townspeople. Do this deliberately. The success of your school demands that you be in a key position.

52. If the school's accounting system is not well developed, this work should be taken up in earnest now. Handling activity accounts needs special consideration.

53. Carefully plan any testing program you are contemplating for the year. The completeness and reliability of records already available determine your course of action. Consider:

a) Group intelligence testing. What to use? When? For whom? Why needed?

b) Individual (intelligence) testing for questionable cases.

c) Achievement testing.

d) Careful statistical handling of the results of your work that the tests may serve more than a pedantic interest on your part.

54. With the athletic coach or the director of physical education of the high school as an adviser, order athletic awards for the year (letters, sweaters, emblems, numerals, etc. If awards are used in other departments, consult department heads.)

55. Order baseball, basketball, and track equipment after checking old equipment with the coach. This may have been done at the end of the basketball, baseball, and track seasons.

"Routinization saves mental effort, but there are many school duties which . . . should not be routinized . . ."

X. Special Third-Month Duties

56. Arrange debate schedule for the year if this has not been done during the previous year or at an earlier general meeting of interested school officials.

57. Arrange for the Thanksgiving vacation. Programs, seasonal activities, closing the football season.

58. Complete the basketball schedule if this has not been done previously. Work with the coach. The principal is in official authority, however. Arrange for officials, seating arrangements, ticket printing, etc. Good planning (officiating, seating, publicity) eliminates difficulties later.

XI. Special Fourth-Month Duties

59. Hold special assembly for making football awards. (Many schools hold an annual event, in the spring, for all athletic awards. This practice, however, prevents football and basketball men from wearing sweater awards earned earlier, until the end of the year.)

60. Check up on stock of diplomas. There is usually a discount for early orders. Stick with a standard size, quality, and company. Avoid companies which offer nonstandard service.

61. Plan the Christmas program for the high school. This includes all pre-holiday activities. Post program in bulletin case and give to papers.

62. Tryouts for spring oratory and declamation contests should be out of the way before Christmas. If you are entering groups for spring music festivals, start now.

63. Plan your personal vacation so as to make it as pleasant, rich, and profitable as possible. If you can arrange to attend a good professional meeting for a day or two, do it. The State Teachers' Convention is a must for you.

64. Outline work that needs to be done during the midyear vacation by the janitorial staff: caring for floors, washing windows, repairing weaknesses in the heating plant (anything which calls for the fires being out), checking up playground equipment, and replacing possible weaknesses. In general, plan for a freshness similar to the first day of school for pupils and teachers upon their return to work.

65. Work on schedule changes for the new semester. (Most high school subjects are full-unit subjects and run through the year.)

66. Order books that will be needed in the new semester. It is but six weeks away.

67. Check up magazine subscription orders for the new year. Files must not be broken by failing to receive an issue of some usable publication which is ordered by the calendar year.

XII. Special Fifth- and Sixth-Month Duties

68. Secure your Commencement speaker (if one is used).

69. Although the curriculum study is a constant job for the principal, this is a good time to concentrate your efforts. If an expert is to be used, he is likely to be freer from his regular college or university duties at this time than at any other.

70. While work on the yearbook (if one is published) is an all-year job, the principal should check the work closely at this time. Mistakes can still be corrected in most cases. Although a faculty member is probably in charge of the yearbook, any enterprise which calls for the expenditure of much money is always a responsibility belonging peculiarly to the principal.

71. These months offer opportunities for the principal to do some work for his personal professional advancement. The studies which he set up in the second month can be the theme for professional writing. He should attend the A.A.S.A. meeting each year.

72. School musical organizations (band, chorus, glee clubs, etc.) have reached a high enough degree of excellency by this time to be presented in public concerts. Arrange for local programs and for exchange programs with neighboring high schools. This is legitimate as well as excellent school publicity.

73. The annual school meeting calls for a careful planning of the budget for the next year. Work on this now. In large systems this is a year-round activity.

74. Vacancies which are to occur in the teaching staff should be filled early. Go directly to the teacher-training institutions. Avoid so-called "personal service" agencies.

XIII. Seventh- and Eighth-Month Duties

75. Place orders for caps and gowns (if the high school uses academic garb and does not own its own). Board of education determines policy on academic garb.

76. Have all forms and cards needed for the next school year printed now. Consider: transfer cards; principal's tardy and absence notice to parents; inquiry forms as to absence from school; notice of pupil failure in studies; notice of pupil delinquency; transfer to special classes; health charts; registration cards; new student assignment cards; pupil record cards (yearly and cumulative); pupil report cards to parents, etc.

77. Retest with achievement tests. Use another form of same test used in the second month. Work up test material carefully and make use of it. This is largely for supervisory purposes. Discuss with staff, and use for teacher aid.

78. Make charts, using colors, for the benefit of your board of education and other citizens, showing gains, losses, changes of any nature, recorded during the year. Testing programs with nothing happening afterward, are practically useless.

XIV. Some Ninth-Month Duties

79. Work on your "End of the year" report. Call for return of all school property — books, equipment, etc. — that has been checked to students. All athletic equipment should be checked in, cleaned, stored carefully. Orders for football equipment should be placed in baseball and track season.

80. Plan in detail the Commencement program. Calendar events and post and publish.

81. Special assembly for honor students of the year.

82. Special assemblies for debate, athletics, glee club, orchestra, band, and other student organizations in which the pupil has won a place through competition.

83. Plan carefully for any special days which custom prescribed for the graduating class. Keep in mind you are responsible.

84. End of the year parties, picnics, and programs must be arranged for carefully, not just allowed to happen.

85. Arrange schedule for next year. Enroll students who are to be in school for next year. While provisional, most enrollments can be final.

XV. After-Closing Duties

86. Check equipment of all kinds with teachers who have been in charge of the activity using the equipment. This includes band instruments, athletic equipment, special classroom equipment (manual arts, home economics, etc.), academic garb used by seniors (rented or owned by the school).

87. Close all records for the year and turn books over to the proper authority; if the school does not possess a good vault, make arrangement with one of the banks for storage of permanent records during the summer months.

88. With the school librarian (or the responsible teacher), check on books belonging to the school. These were called in during the last week of the previous month.

89. In leaving the school for your summer attendance at a college or university, or for your vacation period if it begins at once, make every effort to leave every detail in such condition that a well-trained schoolman would have no difficulty in taking over the principalship were you not returning. Little should be left to memory. Reduce instructions to writing. Be specific. You will profit by your own exactness in the fall. If you are leaving town, give summer address to the president of the board.

Need for Constant Adjustment

It is stating the obvious to say that constant adjustment is needed. Experience on the job in schoolwork differs little from job experience in any other line of endeavor. Routinization saves mental effort, but there are many school duties which cannot, and should not be routinized, even as to the time of the year when such tasks should be carried out. Some items in the above calendar, items which have been given specific time locations, are round-the-year items in some schools. Other items do not fit into some school situations at all. Needless to say, policy in important matters, policy which takes into account as many as possible of the interested parties, should be established in every school. Such policy applies especially to testing programs, vacation periods, teachers' meetings, large purchases, personnel relationships, public relations, school publicity, contractual obligations, and many other items which are not of a nature which warrants placing them on a calendar.

Improving the Fitness of American Youth

ELAINE EXTON

Believing that the fitness of a nation is based upon the fitness of its people and that "we can and should do more than we are now doing to help our young people become physically fit and therefore better qualified, in all respects, to face the requirements of modern life," President Eisenhower called a two-day conference of government notables, sports celebrities, and leaders in youth programs, education, recreation, health, and kindred fields to advise him on how he might most effectively lend the support of his office to such a nation-wide undertaking and suggest how the Federal Government might appropriately assist "the educators and the many fine organizations dealing with the problem."

The President's Conference

After the final work session of the first peacetime conference on fitness ever held under White House auspices was over, Vice-President Richard M. Nixon, the conference chairman, telephoned the main findings to the President whose reply he read to the concluding dinner meeting.

The President's message disclosed his personal plans for implementing action on two fronts:

1. Issuance of an Executive Order to establish a *President's Council on Youth Fitness* made up of Cabinet members heading Federal Departments with activities in this area to assure that "top level attention will be directed constantly to this most important field and (that) the activities of some 35 Federal agencies will be better co-ordinated";

2. Creation of a *President's Citizens Advisory Committee on the Fitness of American Youth* composed of key citizens from various walks of like whose "primary assignment will be to examine and explore the facts, and, thereafter, to alert America on what can and should be done to reach the much desired goal of a happier, healthier, and more totally fit youth in America."

In providing for cabinet level consideration of youth-fitness problems, the President made clear that no federally-dominated "national youth movement" of the type commonly associated with totalitarian countries is contemplated. "I do not mean that we should have an overriding Federal program," he said, stressing that "the fitness of our young people is essentially a home and local community problem."

How It All Started

The origin of the President's Conference on Fitness of American Youth traces back to an article on "Muscular Fitness and Health" by Dr. Hans Kraus and Ruth P. Hirschland (now Bonnie Prudden) appearing in the December, 1953, issue of the *Journal of the American Association of Health, Physical Education, and Recreation.*

This caught the eye of John B. Kelly, Sr., Philadelphia contractor and former Olympic sculling star who called their findings on the physical deficiencies of American youth to the attention of Senator James Duff (R., Pa.) inquiring if he didn't think something should be done about them. Convinced that remedial measures should be instituted, Senator Duff took the matter up with President Eisenhower whose interest in the problem was heightened by his knowledge that more than 30 per cent of the young Americans examined for military duty in World War II were found to be unfit for military service, a large number of whom were rejected for failure to meet physical requirements.

There ensued a White House Luncheon attended by Messrs. Duff and Kelly and about 30 sports champions at which Hans Kraus, M.D., an Associate Professor of Physical Medicine and Rehabilitation at New York University, and Miss Bonnie Prudden, Director of the Institute of Physical Fitness at White Plains, N. Y., reported the results of administering a series of six (Kraus-Weber) tests appraising the strength and flexibility of trunk and leg muscles to 4264 American and 2870 European children aged six to sixteen from comparable urban and suburban communities.

Whereas 57.9 per cent of the American children failed one or more of these tests to determine minimum levels of muscular fitness, only 8.7 per cent of the European youngsters taking them flunked. Almost six out of ten of our nation's children would be classified physically unfit according to this index in contrast to less than one out of ten in Austria, Italy, and Switzerland.

Terming these conclusions "shocking," the President scheduled a youth fitness parley in Denver at Lowry Air Force Base last September. Postponed after his heart seizure, the meeting finally convened on June 18–19, 1956, at the U. S. Naval Academy in Annapolis, Md., where in the words of its Superintendent, Rear Admiral W. R. Smedberg III, "physical fitness has long been held to be a vital element of mental and spiritual attainments."

The efficacy of the Kraus-Weber tests as an adequate measure of physical fitness remains the subject of controversy, as experts continue to differ as to the weight their findings should be given. However, in serving to focus national attention on the status of fitness in our country, they have performed a valuable function.

Typical of the statements questioning the contribution of such testing devices is this recent pronouncement on competitive athletics prepared by the School Health Committee of the American Academy of Pediatrics which holds that "physical fitness is not attained solely by participation in competitive athletics, nor can it be said that physical fitness is necessarily related to degrees of strength and flexibility of certain posture muscles."

"The comparison of results of muscle testing in groups of children from different countries, likewise, is not a valid estimate of physical fitness or whether they are 'healthy' school children," their report continues, emphasizing "these comparisons fail to take into account the many factors which may be involved, such as heredity, rapidity of maturation, local customs pertaining to physical activities, and the general interests of children of comparable age groups."

The Problem's Significance

The need for increasing public awareness of the problem of establishing and maintaining fitness stems from the growing mechanization of American society which tends to deprive children and young people of strength-building outlets for physical activity. "We are not a nation of softies, but we could become one," Vice-President Richard Nixon warned, "if proper attention is not given to the trend of our time which is toward the invention of all sorts of gadgetry to make life easy and in so doing, to reduce the opportunity for normal, physical, health-giving exercise."

Elaborating this point further Dr. Edward D. Greenwood, Chairman of the National Advisory Council on State and Local Action for Children and Youth, ex-

plained: "As our population becomes more mobile, as fewer children have the opportunities for the activities which farm life provided, as technological advances increase, there is less opportunity for certain kinds of physical activity.

"The power mower operated by father is rapidly replacing the son's responsibility for this chore. Similarly gadgets in the home eliminate some of the chores girls have been responsible for in the past. Therefore, the community has to provide adeqate substitutes in a comprehensive program which will meet the recreational needs of all the children. Only such a program can give to each child an opportunity to develop to his maximum capacity."

The conservation of human values through improving the fitness of the nation's citizens was a recurring theme in the Vice-President's remarks. Noting that "physical activity relieves the emotional strain under which we live and relieves the pressure of our highly productive lives," he pointed out that "the person who has physical fitness enjoys a healthy mental outlook and a general feeling of bodily well-being" mentioning that a reduction in juvenile delinquency seemed a likely by-product of an adequate physical activity and recreational program.

Program Goals

The participants in the President's Conference on Fitness of American Youth agreed that a balanced program should be based on a broad definition of fitness encompassing not only physical aspects but mental, emotional, social, and spiritual factors as well.

In this conclusion they followed the lead of Secretary of Health, Education, and Welfare Marion B. Folsom who told the opening meeting: "We are beginning to perceive that true fitness is more than the absence of disease. . . . There is a third dimension to fitness (besides prevention and treatment of illness) and that is the capacity to function in *every* way at one's own *best* — physically, mentally, and spiritually. I wonder if we are not moving toward a concept of well-being that involves, not only physical prowess but also the whole of man's capacity for expression."

The conferees also made plain that programs for total fitness "must be available to all children, wherever they live and under whatever conditions" not only during the school day but after school hours and between school seasons.

Vice-President Nixon mirrored the delegates' sentiments when he said "the super athlete is not our primary concern. He will take care of himself. It is the boy or girl with ordinary physical abilities who should receive the major share of our attention" and Joseph Prendergast, Executive Director of the National Recreation Association, reflected their thinking, too, in declaring, "if anybody needs special attention today it is, in my opinion, the normal, average kid who is doing his best to grow up to be a worthy citizen and who is neither good enough to be a championship team player nor bad enough to be a juvenile delinquent."

There was general recognition that maximum use should be made of existing facilities and personnel to provide a diversified and flexible program suited to each child's individual needs, regardless of race or religion, socioeconomic background, or physical or mental ability. The provision of opportunities to develop human relations' skills, including ability to get along with others, and "the drawing for youth itself more into planning" were other recommendations.

School Responsibility for Youth Fitness

It was the consensus that, unless elementary and secondary schools develop an intensified program of health improvement, physical education, and recreation opportunities, the problem of total fitness of American youth would steadily become more critical. While praising the excellent programs of this kind being carried on in some schools and communities, it was believed that in many instances these activities are "spotty and poorly co-ordinated" and in the over-all fall far short of meeting the problem of youth fitness on a nationwide basis.

Although approximately 40 states require minimum physical education programs in public schools by statutes or regulations there was concern that there was too much laxness in the enforcement of these provisions. Emphasis was placed on overcoming existing differentials between opportunities for boys and girls, particularly in physical education where facilities and skilled leadership for girls' activities are considered especially deficient.

As reported in *The Biennial Survey of Education in the United States for 1948–50*, 91 per cent of the pupils in junior high school take physical education, as compared with 69 per cent in regular or senior high schools, the practice varying from one class a week to a daily period. Conferees were told that less than 5 per cent of U. S. youth have had a chance to experience camping and outdoor living.

A daily program for each child throughout his school life with adequate time, space, facilities, and direction; a better program of school health examinations; maintenance of continuous health records; medical co-operation in health and athletic activities were among the measures advocated.

Calling the physical health and recreational development of a child essential, U. S. Commissioner of Education S. M. Brownell said in an interview: "I am against overemphasis, but some children who have a natural bent for athletics need strong, competitive programs between schools, while others with little interest can achieve proper development through a good intramural program." To avoid regimentation he favored having strong over-all athletic policies in the school system with individual athletic programs tailored to each school's requirements.

Even a half hour of vigorous exercise daily would work wonders in the opinion of former Olympic star John B. Kelly, Sr., who thought a return to old-fashioned calisthenics would be helpful. Urging that it is just as important for each school to have a swimming pool so every child can be taught to swim and a playfield and a gymnasium for a program of organized sports and physical education as it is to have a blackboard in a classroom, Mr. Kelly called on local school boards to back up parents in providing adequate facilities.

There was general agreement among conference participants that all children should be given a medical examination when they enter school and be examined periodically thereafter, that daily instruction in physical education should be part of the curriculum, and that periodic reports be made to parents on their children's fitness status and progress in this as in other school subjects.

Welcoming these challenges to schools, Taylor T. Hicks, President of the National School Boards Association, said it would be very appropriate for school boards to consider taking the necessary steps to put the recommendations of the President's Conference on Fitness into effect and he promised to alert school board members throughout the country to the situation using his organization and the 45 state school boards associations as channels.

Declaring that school boards are the legal custodians for a good portion of the recreation facilities and personnel used by America's youth, he maintained they could do as much as any one group in the nation to implement a stepped up physical fitness program.

Facilities and Leadership Essential

As the conference progressed it became readily apparent that a shortage of facilities and lack of enough volunteer leaders and professionally trained personnel were formidable roadblocks in the full development of effective fitness programs for America's young citizens.

Not only was it felt that more professional and volunteer physical education teachers, recreation leaders, and health personnel must be recruited, trained, properly supervised, and rewarded with adequate compensation and/or recognition, but that short courses or other in-service education should be provided to improve the proficiency of "professionals" as well as part-time lay leaders.

In his analysis of the problem, Joseph Prendergast, Executive Director of the National Recreation Association, said: "In spite of the marked progress in developing recreation facilities in the last few years, there are still thousands of communities where the only available sport facility is a baseball diamond or basketball court. In many others, the few existing facilities are monopolized by the youth who excel in the particular sport, with the result that the majority have no opportunity to acquire skills.

"There is a tendency to develop facilities for highly organized team games and to neglect other types. In hundreds of communities, swimming facilities are totally lacking and in others, opportunity to learn to swim are open only to those boys and girls who are able to join an organization that provides a beach or pool. . . . Fewer than 25 per cent of the communities of America are making any provision for recreation areas, facilities, and programs."

The import of this statement becomes increasingly significant in view of the fact that demands for space for such things as driveways, parking lots, and essential landscaping often leave meager areas for play on limited school site.

Shown at the recent President's Conference on the Fitness of American Youth are, left to right: Ray O. Duncan, president, American Association for Health, Physical Education and Recreation; Vice-President Richard M. Nixon; Carl A. Troester, Jr., executive-secretary, American Association for Health, Physical Education, and Recreation.

According to the *Report of the Status Phase of the School Facilities Survey*, published by the U. S. Office of Education, 90 per cent of the nation's public elementary school sites consist of less than five acres of land. Forty-three per cent of these schools have one room buildings. Sixty-eight per cent of America's public secondary schools have site space of less than ten acres. This is in contrast to the recommendation of the National Council on Schoolhouse Construction that for elementary schools "there be provided a minimum site of 5 acres plus an additional acre for every 100 pupils of predicted maximum enrollment . . . and for junior and senior high schools . . . a minimum site of 10 acres plus an additional acre for each 100 pupils of predicted ultimate enrollment."

This same facilities survey moreover disclosed that 91 per cent of the nation's public elementary schools have no gymnasiums, 93 per cent have no medical suites, and 95 per cent do not provide showers for general student use. At the secondary level 11 per cent of the public school plants lack gyms, 66 per cent have no medical suites, and 59 per cent are without showers for general student use.

Discouraging as these facts are the immediate outlook seemed even grimmer as delegates reported that, under pressure to provide more academic teachers and more classrooms to serve the rapidly mounting child population, some school authorities are erecting new school buildings with no facilities for physical education or recreation and in some communities where such facilities exist they are being transformed into classroom use.

The conferees especially emphasized that each school building should provide medical facilities for children and expressed concern that as schools become overcrowded the most logical areas for fitness programs are often seriously cut back, with the gymnasium, health suites, and other activity rooms among the first to go.

In view of the present shortage of facilities and qualified personnel the importance of community planning for better use of the available resources which would involve citizens in studying the needs and how they are to be met was stressed by the participants. The desirablility of coordinated planning for more effective use of such areas as state and national parks, fairgrounds, veterans hospital facilities, and rural as well as urban sites was also recognized.

In calling for adequate areas for physical fitness in schools and communities, including sufficient land for outdoor activity, the conference suggested, for example, that there be play space for each individual dwelling, for families in multiple housing units, closed streets for play purposes, community buildings, neighborhood playgrounds, and sites for family camping.

Making Fitness Fashionable

While schools, especially elementary schools, were mentioned frequently in the discussion groups as the key centers for the program, community responsibility and home co-operation backed by character building and recreation agencies and state and national services were also judged essential.

As one of the discussion summarizers stated a diversified program of physical fitness ranges "all the way from what goes on in one's back yard to camping in national parks and forests." Another said: "a National Commission can do much to help, but selling must also go right to the home. Dads need to give more time to their children, helping them to learn to hunt, to fish, and to throw a curve ball."

And as a third summarizer put it "in our zeal to improve the physical and other types of fitness of youth we cannot overlook the importance of having persons in physical education, health, medicine, and recreation, and parents (and teachers) generally who believe in fitness sufficiently to provide examples, themselves. This is one of the strongest motivating factors there is."

STUDY TOWN GOVERNMENT

A group of North Colonie Central School students in Newtonville, N. Y., recently completed an intensive study of town government as part of an effort to provide an enriched program for children who seemed to possess outstanding ability.

The project, which was initiated last January, by a committee of sixth grade teachers, principals, and the guidance director, sought to study the advisability of providing children of exceptional ability with activities beyond those required in the usual school program. Staff members worked out the problems of selecting the children and the character of the first project. Later, staff members met to evaluate the progress of the program and to make adjustments in the schedule.

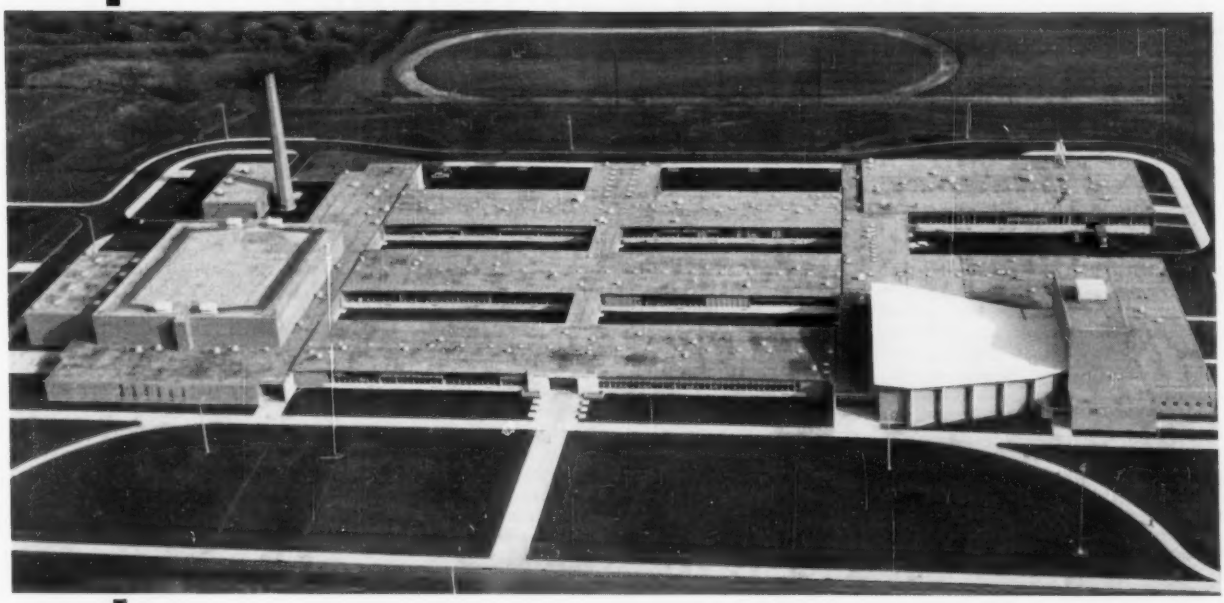
Because of the trial nature of the undertaking, the number of participants was limited to 20 sixth grade children. These children were provided with group and individual assignments in their study. At the first meeting, the town supervisor gave a lecture on town government, its nature, and its place in the organization of the county and state. Several research projects were suggested and outlined for the children. A field trip to the State Education Department's library in Albany afforded an opportunity for reading and studying source materials, and individual interviews were arranged with officials of the town. The group was furnished with materials and information for further study by other children in the sixth grade classrooms.

The project has been reproduced in the form of a report entitled, "Our Town Government." Written by the children, it has been printed in a limited quantity for use by classroom teachers in connection with citizenship education in intermediate grades.

A second and final project will offer the children an opportunity to organize and furnish the leadership for a science fair, to be held in the summer. The 20 children in the project will act as a managing committee for the science fair.

Teachers and administrators have been encouraged to study the results of the projects for the purpose of acquiring new knowledge concerning the problem of how better to meet the needs of children of outstanding ability. The planning and carrying out of the project was under the direction of Bernard A. Jordan, director of guidance.

This system was placed in operation early in March, 1956, and is operating satisfactorily. The early experience in the operation use of this system has indicated the need for a few minor revisions. At our next printing of forms, these and any other necessary revisions will be made.



JANESVILLE SENIOR HIGH SCHOOL

. . . A long, low, basically single-story high school with an impressive concrete, pink buff stone and rust colored brick exterior designed to offer a comprehensive program for an enrollment of 1500 students in a medium-sized midwestern industrial city

Designing and Building the Janesville School

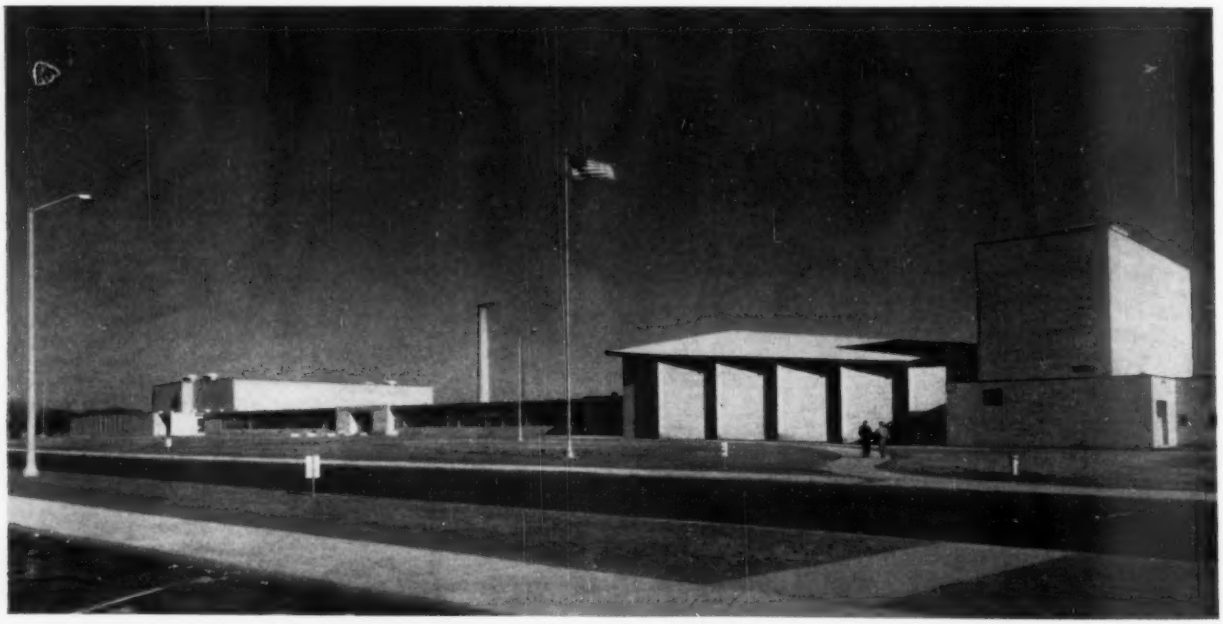
This senior high school was designed for a Wisconsin industrial city of 25,000 population. The basic requirement was to design a comprehensive high school with a total enrollment of 1500. Three quarters of the 55 acre site is relatively level and the remainder is of sloping terrain. The latter forms a natural outdoor theater and natural bleacher sides for a regulation high school football field. Immediately adjacent to this site is 600 ft. frontage on a beautiful city park.

Due to the large site and for a more flexible plan, better light, greater convenience for the pupils, multiple use, expansibility, smaller cubage, and less cost, a basically one-story school building was decided upon.

The school itself takes its shape from its function. The one floor central area of the school houses 31 regular classrooms, 26 specially equipped classrooms, laboratories, shops, and a centrally located library seating 150. Future expansion will go to the east.

On the north side of this classroom unit is the athletic department opening onto its many practice and playing fields. The department contains two gymnasiums for the boys and two gymnasiums for the girls, all four of which open into one large unit for high school basketball competition. This large gymnasium seats over 3000. There are provided a girls' locker room with two shower rooms, storage, office, and classrooms. There is also a boys' locker room with two shower rooms, plus team rooms for football and basketball, individual sport storage and drying rooms. Adjacent to the gymnasium is a regulation 36 by 75 ft. swimming pool with bleachers to seat 300 people. In the partial basement under this area are a rifle range, a wrestling room, and a handball room. There are also a track and a broad jump with a dirt floor.

On the southwest corner of the classroom unit is a large auditorium, seating 1500. Next to this is a small dramatics theater for 250. Behind these two units is the music department with stepped down floor in both the band, orchestra, and choral rooms. Provided with this are 21 soundproof practice rooms plus offices,



The front exterior of the Janesville high school, Janesville, Wis. — Law, Law, Potter & Nystrom, architects, Madison, Wis. This view shows (from right to left) the auditorium, administration, classroom, and physical education areas of the building.

library, and storage for each section. Speech classrooms with a radio control room and studios and the art department with photography darkrooms and the ceramic-art metal room connect these departments with industrial arts.

The industrial arts department is composed of fully equipped classrooms and shops for drafting, driver training, agriculture, woodworking, auto mechanics, and machine shop practice. All have ample storage and office space.

A Special Community Room

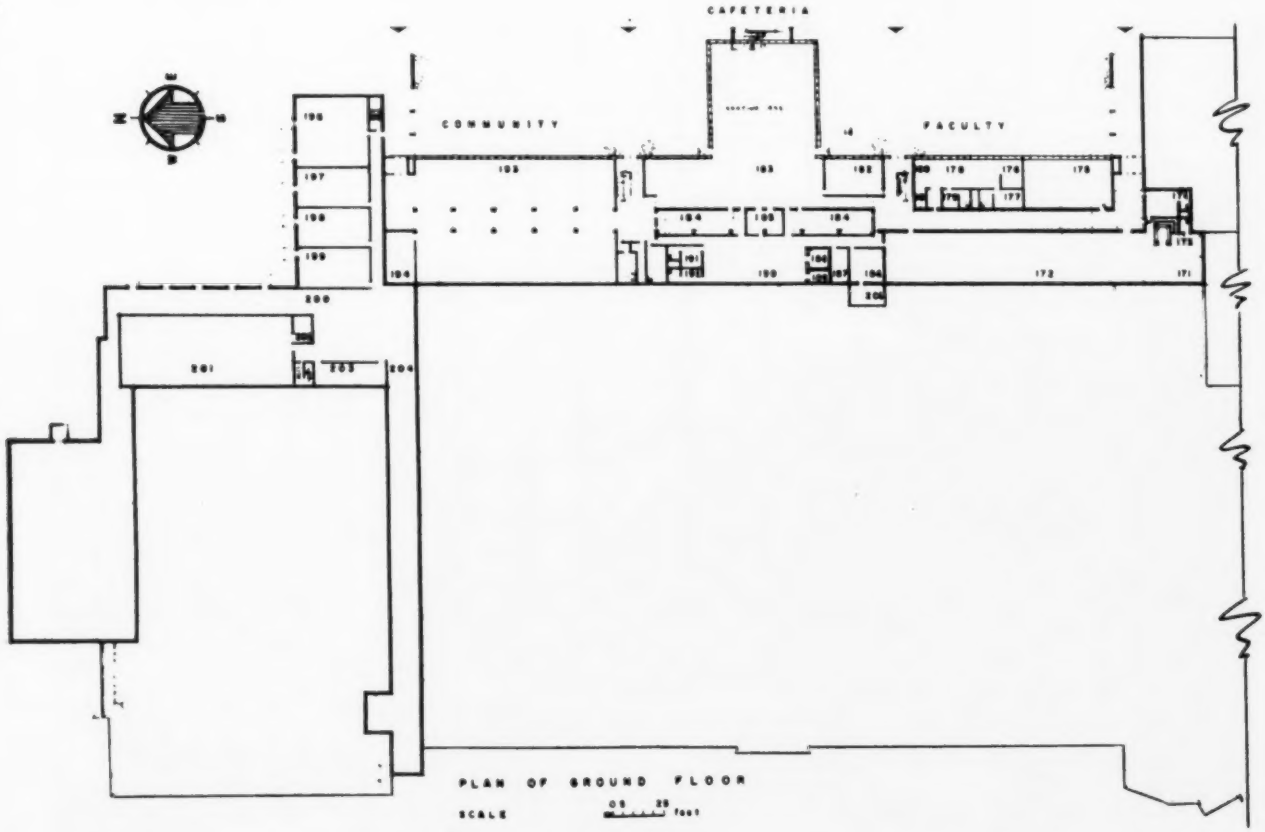
Below the east wing of the academic unit is a large community room. Adjacent to this is a cafeteria, seating 430, and a separate faculty dining room. Also on this level is a faculty lounge with its own pullman kitchen. Completing this level are a classroom, a large school storage area, and locker rooms for both male and female custodians.

All foundation walls and subfloors are of reinforced concrete. Interior walls are of exposed concrete block. Bar joists with a poured gypsum deck, one inch of rigid insulation and a built-up roof form the ceiling construction.

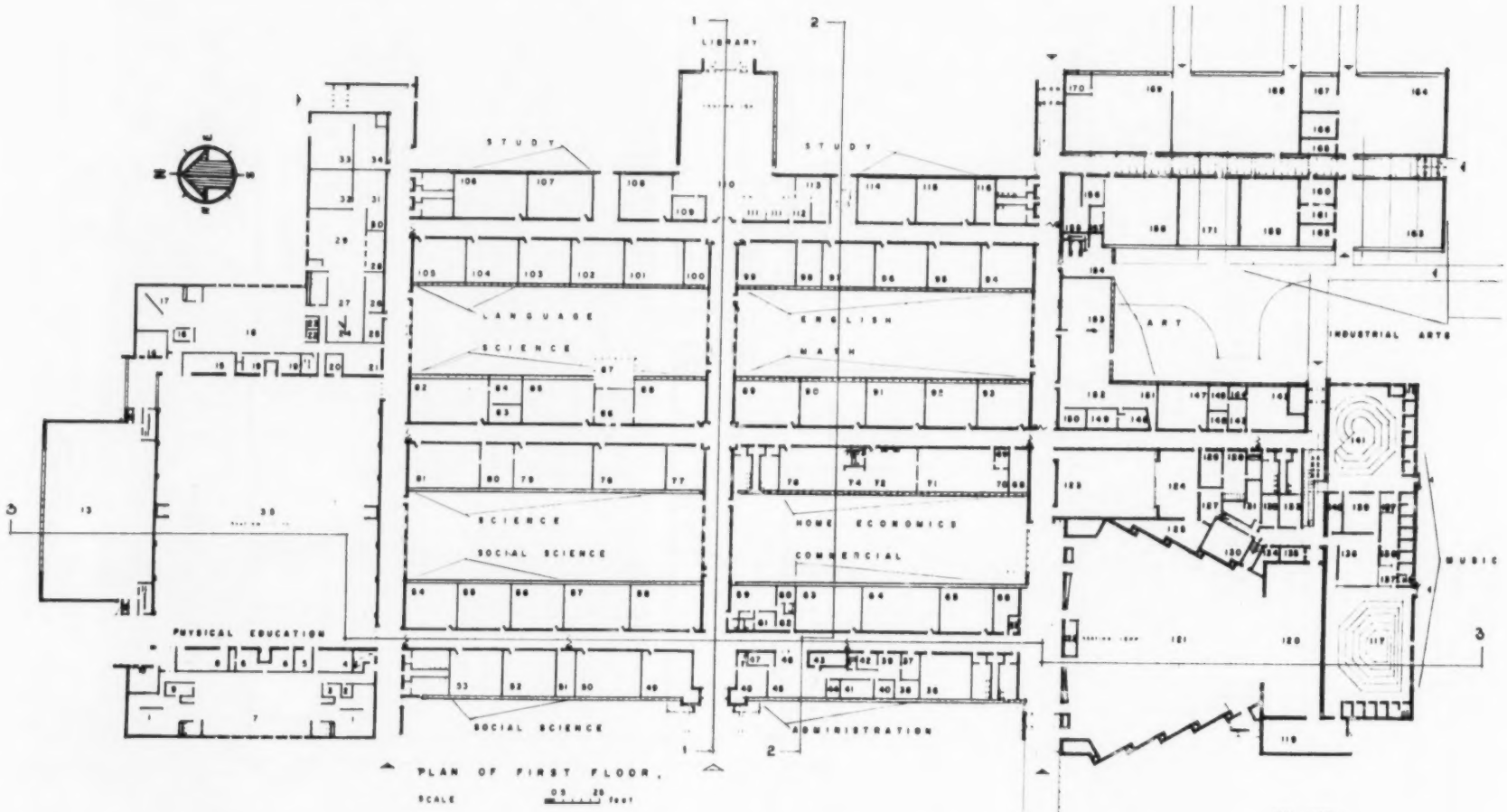
Exterior wall materials are concrete, pink buff stone, a rust colored face brick, and corrugated aluminum panels. The foundation walls were poured up to the window sill and form a continuous spandrel. All exposed concrete has a white cement rubbed finish. Architectural projected aluminum sash are used throughout, as well as aluminum door frames. Corrugated aluminum panels are used as spandrels above and below some of the windows in the shops and library. The interior concrete block walls are painted. Each classroom was done in three harmonizing pastel colors. A glazed block wainscot has been put in all corridors. Glazed block is laid up to the ceiling in all toilet rooms, locker rooms, and kitchen. There are acoustical tile ceilings throughout. Plastic skydomes are used in all corridors and in some classrooms, such as the art room, library, and swimming pool. Locker room showers and all toilet room floors are of ceramic tile. The exterior face brick has been carried into all vestibules and lobbies to meet natural finish, V-joined birch panels. All trim, doors, display cases and cabinets are natural finished birch. All classrooms have asphalt tile flooring; the library and auditorium have cork floors; the corridors, cafeteria and community room have floors of terrazzo. The gymnasium floor is maple.

The Heating Plant

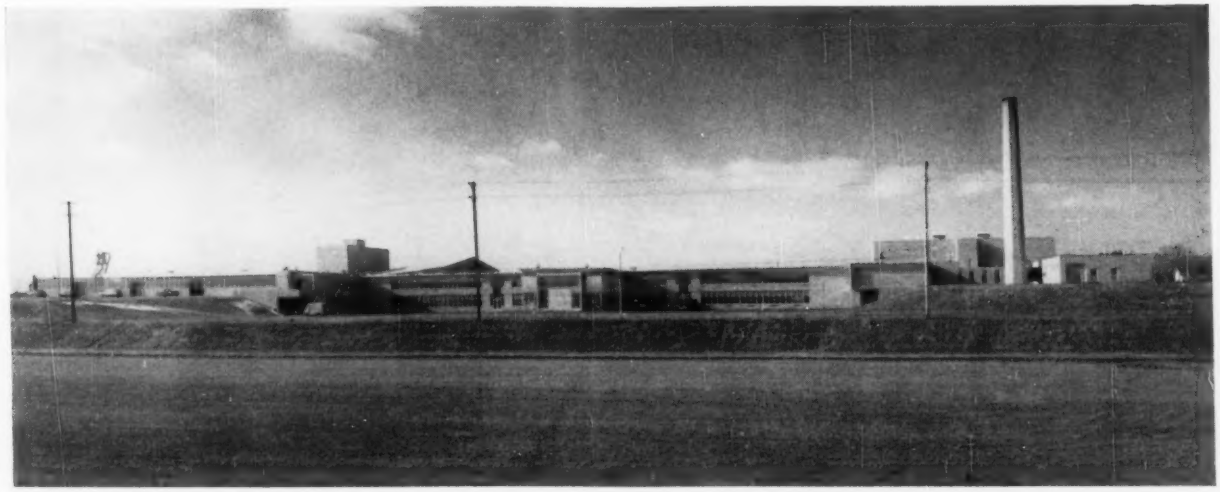
At the northeast corner of the school building is the heating plant. It contains four low-pressure steel boilers burning No. 6 fuel oil and two 20,000 gallon storage tanks. It also has maintenance offices and storage rooms. All piping in the building is located in pipe tunnels along all outside walls. This tunnel provides easy maintenance for the two pipe high vacuum steam heating system. Cabinet type unit ventilators and convectors are used in the rooms. The entire heating and ventilating system is controlled by a pneumatic temperature control system.



171. Maintenance Shop
172. School Storage
173. Male Custodian Lockers
174. Female Custodian Lockers
175. Class Room
176. Conference
177. Women's Lounge
178. Teacher's Lounge
179. Men's Lounge
180. Kitchen
181. Storage
182. Faculty Dining
183. Cafeteria
184. Serving
185. Dish Washing
186. Storage
187. Office
188. Refrigerator
189. Deep Freeze
190. Cafeteria Kitchen
191. Women's Lockers
192. Men's Lockers
193. Community Room
194. Storage
195. Storage
196. Wrestling
197. Handball
198. Handball
199. Handball
200. Broad Jump
201. Rifle Range
202. Storage
203. Storage
204. Track
205. Root Cellar



1. Shower
2. Janitor
3. Towel
4. Class Room
5. Storage
6. Instructor
7. Girls Locker Room
8. Storage
9. Towel & Storage
10. Tickets
11. Pool Storage
12. Storage
13. Pool
14. Tickets & Storage
15. Storage
16. Towel
17. Shower
18. Boys Locker Room
19. Instructor
20. Storage
21. Class Room
22. Janitor
23. Towel
24. Shower
25. Coach
26. Rub Down
27. Team Room
28. Team Storage
29. Team Lockers
30. Team Drying
31. Drying Room
32. Storage
33. Outdoor Storage
34. Storage
35. Gymnasium
36. Class Room
37. Vice Principal
38. Guidance
39. Students
40. Consul
41. Student Government
42. Dean of Girls
43. Vault
44. Work Room
45. Office
46. Public
47. Communications
48. Principal
49. Class Room
50. Bookkeeping
51. Social Science Work Room
52.–56. Social Science
57. Typing
58. Office Practice
59. Nurse
60. Boys Rest
61. Girls Rest
62. Waiting
63. Bookkeeping
64. Typing
65. Shorthand
66. Commerce Work Room
67. Tickets
68. Math Work Room
69. Storage
70. Demonstration
71. Cooking
72. Homemaking Class Room
73. Grooming
74. Demonstration
75. Dressing Room
76. Sewing Room
77. Storage
78. Biology
79. Physics
80. Physics Storage
81. General Science
82. Chemistry
83. Chemical Storage
84. Chemistry Work Room
85. Biology
86. Biology Work Room
87. Greenhouse
88. Biology
89.–93. Math
94.–103. English
104. Language
105. Language
106. Class Room
107. Class Room
108. Class Room
109. Stacks
110. Library
111. Conference
112. Library Work Room
113. Repair
114. Class Room
115. Class Room
116. English Work Room
117. Band
118. Practice Rooms
119. Stage Work Room
120. Stage
121. Auditorium
122. Projection Booth
123. Dramatics Class Room
124. Stage
125. Storage
126. Library Listening
127. Repair
128. Preparation
129. Preview Conference
130. Girls Dressing
131. Boys Dressing
132. Make-Up
133. Storage
134. Storage
135. Dressing
136. Band Storage
137. Work Room
138. Library
139. Orchestra Storage
140. Uniform Storage
141. Orchestra
142. Speech Class Room
143. Sound Control
144. Storage
145. Studio
146. Studio
147. Class Room
148. Printing
149. Developing
150. Art Storage
151. Utility
152. Art
153. Ceramics-Art Metal
154. Service
155. Storage
156. Industrial Arts Work Room
157. Blue Print
158. Drafting Room.
159. Class Room
160. Conference
161. Testing
162. Storage
163. General & Agricultural Shop
164. Woodworking Shop
165. Finishing
166. Project Storage
167. Lumber Storage
168. Auto Mechanics
169. Machine Shop
170. Furnace Room
171. Driver Training



Above: A rear exterior view of the school, with classrooms around the cafeteria (ground floor) and the library (first floor) in the center of the building. Part of the industrial-arts department is shown at the left, while the rear of the physical education department is at the right.

Below: One of the 31 regular classrooms. There are also 26 "specially equipped" classrooms. All classrooms have asphalt tile flooring, cement block walls painted in three harmonizing pastel colors. Fluorescent lighting was used throughout.

Two views of the Janesville auditorium, which show the stage and seating areas of the room. The auditorium has a seating capacity of 1500. The school also has a small dramatics theater, seating 250, as well as the band, orchestra, and choral rooms of the school music department . . .

The cafeteria seats 430 persons. A separate dining room, and a gracious lounge with a pullman kitchen, serve the faculty. There is also a large community room on the ground floor catering to adult activities.

This open, airy, centrally located library seats 150. It has a cork floor and uses fluorescent lighting. Workrooms, a conference area, and separate stacks complete the layout.

The large gymnasium shown below can be quartered into two smaller gymnasiums for boys and two for girls. For high school competition the area can seat over 3000 spectators. Locker rooms, showers, drying rooms, and storage rooms are in abundance to serve boy and girl athletes. Adjacent to the gymnasium is a regulation 36′ x 75′ swimming pool with room to seat 300 persons. In the partial basement under this area is a rifle range, wrestling, and handball rooms. An indoor, dirt floor track is also provided.

THE AMERICAN
School Board Journal

An Independent Periodical of School Administration

William C. Bruce, *Editor*

LEGISLATION FAILS

SCHOOL boards who are rightfully disappointed at the defeat of the present Republican Administration's school construction aid bill may well arrive at one obvious conclusion. Wherever there is need for new school buildings it will be essential that the local school board review its plans and begin vigorously a campaign for local financing and in a secondary way for state aid.

The confused fight in the House indicated clearly that educational needs were distinctly secondary considerations in the minds of most Congressmen. Politics, racial integration, regional and state, as well as group interests, came into the foreground throughout the fight. The Administration's "formula of need" for prorating grants to the several states was disposed of early in the debate, thus destroying the strongest argument for the bill. Certainly, no thought was given to the increasing gravity of the crisis, which will become steadily worse during the next decade as the new floods of children rap on the school doors for admittance.

After the bill had been defeated, the President who was practically silent during the fight, announced that he will continue to ask for federal school construction aid. A few Southern opponents indicated that even if the bill had been passed, they would oppose appropriations for the Office of Education, and in that way block any move toward desegregation in the Southern schools.

The present experience indicates again that local school boards must depend on their own initiative and on local resources for needed school building programs.

EDUCATIONAL RESEARCH

THE U. S. Office of Education which requested an appropriation of $6,000,000 for the biennium 1956–58, has been granted $5,000,000, a considerable portion of which is to be devoted to the newly established Division of Educational Research.

Former Commissioner Brownell recently appointed a permanent Research Advisory Committee, and with the assistance of its members, has developed a plan for carrying on a program of research. Five important criteria — in reality nine important points — have been set up to select projects, research personnel, institutions, and other needed details.

In the last decade there has been an enormous increase in educational research, touching practically every aspect of theory and practice. Necessarily, most of this has been carried on by candidates for the Doctorate, and many of the slim results are deservedly gathering dust in pedagogical libraries.

It is to be hoped that the research which the Office of Education will support will be based on widely acceptable theory and will be restricted to definitely useful fields. The school administrators, and particularly the school business administrators, of the United States can be depended upon to point out to the Office and its consultants fields in which they consider research necessary and of immediate value.

SCHOOL BOND ISSUES

A RECENT summary of suits questioning the legality of school bond issues, in the "National School Law Reporter," indicates that the courts are taking a rather liberal attitude toward minor irregularities in the procedures of school boards who are carrying on school bond elections.

Thus, a recent Ohio bond issue was held to be legal in spite of a defect in the original notice. The participation in another school election by ineligible voters was similarly found to be immaterial. In a Montana case, the immediate motive of the board of education in calling the election was declared not material in spite of the fact that the motive was not carried out in buildings finally planned.

There is serious danger for the validity of any school bond issue for which all the legal procedures have not been observed with meticulous care. No board of education has the legal or moral right to endanger a needed school building project through careless disregard of any statutory requirement. There is a further good reason for care: investment bankers have a habit of judging the credit of a school district by its past history and of adjusting their bids accordingly. The results are higher interest cost which means higher taxes or lessened educational services.

THE 1956 TEACHER SHORTAGE

THE newest studies on the supply of teachers for the elementary and secondary schools indicate that in the months between the early spring of 1955 and 1956 considerable progress has been made in reducing the critical shortage of adequately trained elementary and secondary teachers.

The N.E.A. Research Report indicates that there has been an increase of 10 per cent in potential new teachers and considerable improvement in the number of college graduates who are planning to use their training by actually entering teaching positions. The best improvement of the year was in the field of science teaching in high schools where the number of recruits rose by 18 per cent, as against an over-all increase of 15 per cent in other secondary school subjects.

Perhaps the most encouraging aspect of the present-day picture is the fact that college enrollments are on the increase, and especially the number of women is growing faster than men. Still, the present shortage is considered to be 86,000 teachers.

The fact that many schools must employ teachers who are not college graduates but who have a less amount of training to their credit should not be entirely discouraging. There is ample evidence that among these teachers are many devoted women and men who have natural ability to teach and who are realizing their academic shortcomings, and are thoroughly dedicated and eager to succeed. If the superintendents of schools and boards of education are particularly careful to engage naturally efficient men and women among the substandard applicants, much of the possible harm from the teacher shortage will be avoided.

Mental health in its broadest sense has come to mean the measure of a person's ability to shape his environment, to adjust to life as he has to face it, and to do so with a reasonable amount of satisfaction, success, efficiency, and happiness. — *Lockport N. Y. Teachers' Planning Conference.*

School ADMINISTRATION in Action

BASIC SKILLS

The American public schools are just now experiencing a remarkable swing back to the ancient notion that the basic subjects must be taught thoroughly and effectively in the primary classes and the middle grades of the elementary school. Leaders of the movement urge too that the high school must assume responsibility for making sure that every child possesses reasonable skills in reading, writing, and arithmetic. There are in this movement elements of reaction and danger that the schools will narrow their purposes and their teaching to mere mastery of the mechanical skills in the three R's. And in spite of the resentment of professional organizations to the criticism implied in the swingback, the best school systems are quietly re-examining their programs and are encouraging their staffs to give added attention to the 2 per cent of poorer pupils who have difficulties in reading, spelling, writing, and the use of numbers.

In connection with this popular demand for a revival of the three R's, the Indianapolis public schools have issued through Supt. H. L. Shibler, a series of brief statements, calling attention of parents to the work which the schools are performing. A recent bulletin on spelling has the following statement addressed to parents:

Learning to spell isn't an easy task — for anyone. It requires constant use of and practice with words. Your schools are doing a tremendous job in teaching your child proper spelling habits. You can help us by encouraging activities which will enable him to develop his skill.

Spelling holds an important place in your child's curriculum. It is basic to all other educational activities just as reading, writing, speaking, and listening — the language arts — are basic.

A further bulletin has the following statement on communication skills:

Speaking is one of your child's fundamental skills of communication. It is a tool that enables him to live and to work intelligently and effectively with others in his social group, to understand them, and to be understood. For this reason, it is often called the most needed tool in the language arts program.

Children in kindergarten or the primary grades usually show a wide range of ability and achievement in their speaking. Many are able to talk intelligently and spontaneously and to use language meaningfully, while others cannot. It becomes clear then that there is no one way to teach every pupil to speak. . . .

The program of speaking in the schools is not entirely developmental. There is a speech correction program designed to help children with speech defects. Included in this program are children who stutter, children with cleft palates and cleft lips, those who do not have a physical defect but who cannot make certain sounds correctly, and those with voice defects.

MONTHLY EDUCATIONAL MEETINGS

The board of education of Ossining, N. Y., has inaugurated a program of monthly educational meetings, apart and separate from the regular business meetings. Teacher groups are regularly invited to attend from specific areas, and a fine discussion of programs and problems is held. Supt. Dudley Hare reports that through this means teachers feel closer to the board and its problems, and the board is closer to the teachers and their problems. The results of the meetings have shown themselves effectively in the school budget and programs.

The organization of the school system, which has been on a seven-five basis for many years, will change in September to a six-three-three program, with special emphasis on a junior high program adapted to the early adolescent level. With a broad range of abilities in Ossining, considerable ability grouping will be possible in this reorganization.

ENLARGES SUMMER PROGRAM

During the summer of 1955, the board of education of Fallsburg Central Schools, South Fallsburg, N. Y., conducted a six weeks' summer remedial reading program for elementary school children who were not up to par in reading skills and achievement. The program was under the supervision of Mrs. Theresa Cauthers, elementary supervisor. A total of 45 children were registered and a battery of reading tests attested to the success of the program. The same type of program has been continued during the present summer.

During the summer of 1956, the board has extended the reading program to the junior-senior high school. Frederick Madeo, who has been especially trained for this work, will handle the program.

The board is this summer offering a summer music program for all interested pupils in grades six to twelve. More than 100 pupils have signed up for this program. It is planned to hold a series of band concerts in the several communities of the district. The program will be conducted by Joseph LaRuffa, music teacher for the Fallsburg system.

The board and Supt. Louis Blumberg anticipate that these offerings will provide much needed assistance and wholesome recreational outlet for 200 pupils involved in the three programs.

ADMINISTRATIVE ASSISTANCE

The South Huntington Schools, Huntington Station, N. Y., are engaged in a program of supervisory administration and have adopted a setup for helping to develop their own administrators.

During each successive year, teachers who show the right kind of ambition and initiative, personality, and interest are given additional sums over their salary to work with their own administrators after school hours, during the lunch period, and at other times, to gain an insight into the operating procedures of the schools. These teachers are called administrative assistants. Some teachers who indicate an interest in administration and appear to be qualified are taken from their teaching jobs and assigned full jobs as administrative interns. In this position, they do no teaching but attend staff meetings and participate in the entire operation of the schools. The position of assistant principal has also been created, which offers a little more status to the incumbent.

EVALUATION PROGRAM

The most outstanding enterprise of the Jamestown, N. Y., public schools, during the 1955–56 school year, has to do with an Evaluation Program of the entire school system. This program was undertaken with the co-operation of the State Education Department leaders, the secondary schools under the leadership of Anthony Terino, and the elementary schools under the leadership of Walter LeBaron.

This program, planned especially by Supt. Carlyle C. Ring, is intended essentially as a local self-evaluation program, including teachers, administrators, and lay people, and providing leadership through the State Education Department.

The program, not to be completed before 1960, will be limited for the coming year to evaluation, screening, and implementation. First questions and recommendations have been raised during 1955–56.

STUDY GIFTED CHILD

The director of special services for the public schools of Oceanside, L. I., N. Y., has been selected to make a special study of the gifted child. The study will begin with the development of criteria for the identification of these children, and will seek to devise means through which the school, the teachers, the parents, and community agencies may be guided in bringing out the full potential of these youth. It will start with the early identification of gifted children in the lower grades and looks toward a close tie with higher education and with employment after leaving high school.

Following the completion of the study, the recommendations are to be placed before the board of education for use in establishing a policy to implement the findings.

BOARD DINNERS

The board of education of Central High School Dist. No. 2, Floral Park, N. Y., held four joint board dinners during 1955–56, including members of the boards of four component elementary districts, five supervising principals, and the district administration. At the last meeting in June, 1956, five building principals and five junior high school principals of the five new secondary schools were present as guests. Following the dinner a program describing the progress of the $15,000,000 building program was presented.

The board dinners have served to acquaint the board members with plans of the district, progress being made, philosophy and educational goals, and have offered opportunities for discussions, and a liaison between the Central School District and the patrons in the four elementary districts.

TO USE TV

A large closed-circuit television instructional program will be put into operation in September by the Washington County, Md., county board. More than 6000 students will receive part of their daily education by means of TV.

The necessary equipment for the project will be contributed by the nation's leading electronics manufacturers. The instructional part of the program will be underwritten by the Ford Fund for the Advancement of Education. Under the plan, a master teacher will present a lesson, which will be broadcast on large screens in the classrooms. A single teacher can reach a much larger group than in the particular classroom.

School Business Administration in Action

ANNUAL INSPECTIONS

The school buildings of the city of San Francisco, Calif., are inspected annually in the spring by engineers representing the local fire insurance companies. A detailed report of all fire hazards noted is made to the board of education offices. In anticipation of this annual inspection, the Superintendent's Office issues directions to janitors and principals to check up on their housekeeping, and to report particularly any conditions which might be considered hazardous, or which might contribute to increasing the insurance rates. Following are some of the directions given to principals on details of housekeeping which might affect insurance rates. The principals are expected to make written reports, on each of the points mentioned, to the assistant superintendent of schools in charge of buildings and grounds.

1. Only 15 amp. fuses should be used on lighting circuits. Only 20 amp. fuses should be used on plug circuits. No "jumpers" permitted in any fuse blocks. B&G Requisition should be issued to correct any circuit overload.
2. Foot-warmers and enclosed radiators in corridors to be cleaned thoroughly at least once each month.
3. Tight-fitting covers must be kept on drums containing sweeping compound.
4. The accumulation of old paper, properties constructed of paper, and other similar materials constituting fire hazards is forbidden in all parts of all school buildings.
5. The use of plenum chambers and boiler rooms as storage spaces for lumber, etc., is forbidden. Children are not allowed to enter these rooms. Ladders, scenery, stage props and other materials are not to be placed in passageways or exits.
6. Oily rags or waste and other similar causes of spontaneous combustion should be placed in tightly covered metal trash cans.
7. Hatch covers to attic spaces must be kept in place.
8. Extension cords for lights in attic spaces, storerooms, etc., should be replaced by wire in conduit or their use discontinued. B&G requisition should be issued to replace existing temporary wiring with permanent installation.
9. Auto-call and other fire alarm systems should be kept in order at all times for instant use by pupils or teachers.
10. Inflammable solvents as alcohol, paint thinners, lacquer thinners, must be kept in a special safety can. If total storage of paints and thinners exceeds 5 gallons, a steel storage cabinet is required. These items may be secured on a general requisition. Under no circumstances should glass containers be used for inflammable liquids.
11. B&G requisitions should be issued immediately to recharge any discharged or low-pressure fire extinguishers.

ADMINISTRATION BUILDING

Deridder, La. The Beauregard Parish (county) school board has taken the first step toward the erection of an administration building. It has asked the state treasury to refund funds available under the 1948 act, making it permissible for parish boards to withdraw funds to their credit for lands sold since 1879. This money would be used for acquiring a site, erecting and furnishing an office building.

NONTEACHING POSITIONS OPEN

Nonteaching positions in the Los Angeles, Calif., schools are now being offered to qualified persons. Applications are being taken to fill business office and maintenance positions, which are for full-time career service positions offering sick leaves and retirement benefits, as well as three weeks' annual vacations.

Positions open are for assistant mechanical engineer, $516 to $641; administrative policy co-ordinator, $575 to $715; surveying party chief, $464 to $575; sewing machine repairman, $337 to $417; leather worker, $319 to $395; steeplejack helper and rigger helper, $288 to $417; maintenance clerk, $288 to $355, and $246 to $303; order clerk, $233 to $288.

Applications will also be received for senior office machine repairman, $375 to $464; and steam fitter assistant, $319 to $395.

HUGE BUILDING PROGRAM

The board of school directors of Milwaukee, Wis., has received a report from its special building committee, calling for a $66 million building program for the next five years. The program, the result of a year's study by the committee, lists $52 million worth of school building projects as definitely necessary, and another $44,000,000 as desirable and probably necessary within the next five years. The program calls for new junior and senior high schools, and a school administrative building to cost $1½ million.

NEW BUYING METHODS

The board of education at Tucson, Ariz., has made sweeping changes in its purchasing methods. Public advertising for bids will be placed only when required by law on items above $2,500. Under the new board plan, the purchasing agent "shall use his best judgment in the purchase of supplies, services, and equipment and secure the best possible materials at fair prices. He has authority to buy outright on quotations or to issue a call for bids, whichever in his opinion is to the best advantage of the schools. He is required to mail out invitations for bids to those vendors from whom he wishes to receive bids." In the case of equal bids, the bidders then may divide the business, or if they cannot decide on a proportion, the purchasing agent will decide with the toss of a coin.

Items anticipated in the budget may be bought by the purchasing agent without approval of the board of education. Items not budgeted will continue to require board action.

STUDY BUILDING NEEDS

The board of education of Peekskill, N. Y., has completed a study of school building needs, and has decided to plan three additions to existing buildings. These additions will provide eight classrooms for one building, replace one elementary school, and provide an all-purpose room, cafeteria, and health suite for another building. The old auditorium is to be converted into two new classrooms. A gymnasium and additional classrooms will be added to the present junior high school. The projects are planned for completion in 1956–57.

NEW YORK CITY PER CAPITA COSTS

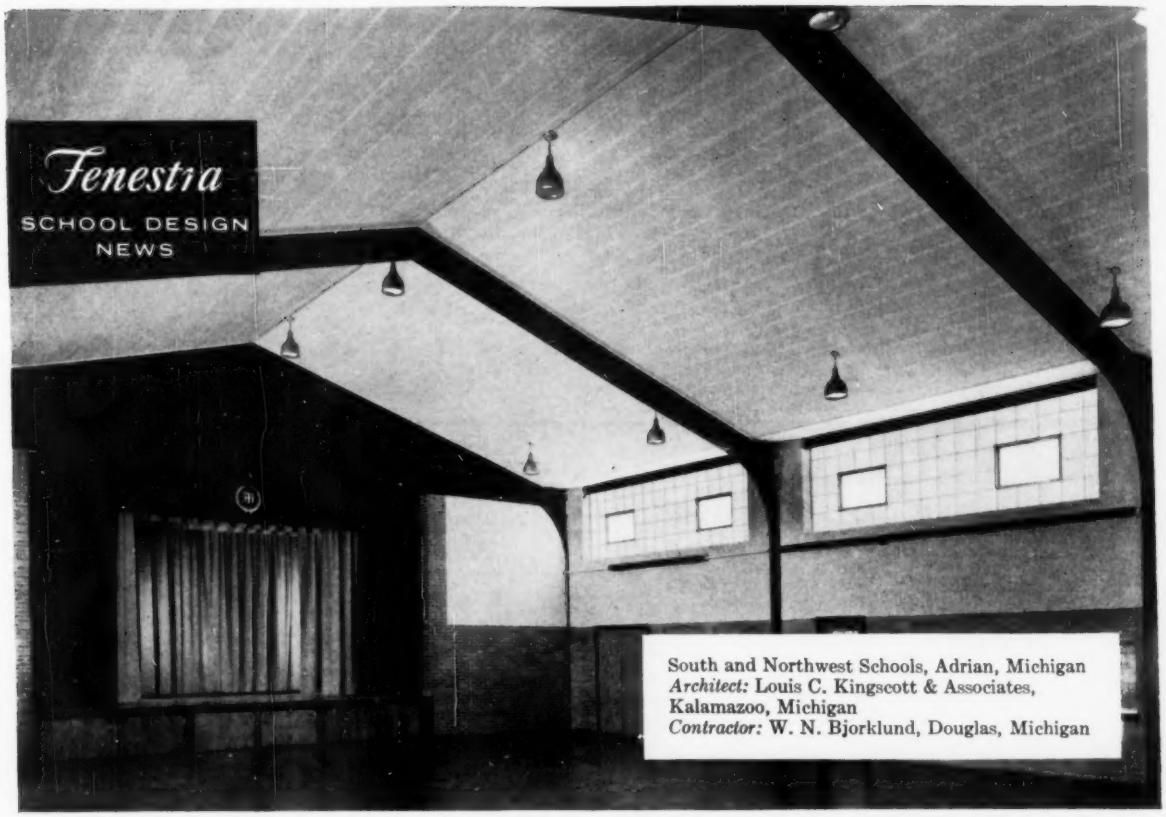
New York City stands first among the largest cities of the country in per capita outlay for instruction in the public elementary and high schools, according to a study just completed by the U. S. Office of Education.

The report shows that the $284.25 spent for instruction in 1954–55 was 68.9 per cent of the total educational outlay. Administrative expenses, operation of the physical plant, auxiliary school services, and fixed charges brought the aggregate per capita expense for the year to $412.59.

The national high point in expenditure for instruction was reached by Brookline, Mass., which laid out $337.83. Mt. Vernon, N. Y., East Orange, N. J., and Berkeley, Calif., each spent more than $300.

LONG BEACH, N. Y., BOARD OF EDUCATION

Responsible for very favorable teachers' salaries in the Long Beach, N. Y., school district — "local feast" of teaches' applications for jobs in the system "amid widespread famine," the **New York Times** reported — is the Long Beach board. Members are, from left to right (seated): David G. Salten, superintendent; George B. Costigan, president; (standing) Seymour Pestronk; Nathan I. Kaminow, vice-president; Sidney Hilsinger; Jerome P. Murtha.



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N.S.B.A. PROJECT

(Concluded from page 5)

in Atlantic City in February, 1957; (*C*) Provide for the results of the study to be part of the program during the Annual Convention of the N.S.B.A. in 1957 and after full consideration of the board of directors and convention body, give the elected state delegates an opportunity to act upon them.

This 1956 Study Project of the N.S.B.A., financed by The Fund for the Advancement of Education, is worthy of the interest, understanding and support of the 300,000 school board members of this nation. One very important result of this activity could be the strengthening of our public schools by improving the relationships of school boards to other groups at the local, state, and national levels.

Anyone desiring further information on this Study should contact O. H. Roberts, Jr., Director, Research and Development Project, 718 Citizens National Bank Building, Evansville 8, Ind., or W. A. Shannon, executive secretary, National School Boards Association, Inc., 450 East Ohio Street, Chicago 11, Ill.

The readers of the AMERICAN SCHOOL BOARD JOURNAL will be kept informed through this monthly dispatch, "All Abroad," as the Study progresses.

BROWNELL TO DETROIT

Samuel M. Brownell resigned June 15 from his post as United States Commissioner of Education to accept the superintendency at Detroit, Mich. His salary as Detroit superintendent of schools will be $30,000, a higher salary than is paid any other Michigan official. As Commissioner he has received $14,800.

Dr. Samuel M. Brownell

Dr. Brownell has served as Commissioner for two and one-half years while on leave from Yale University, where he was a professor of educational administration.

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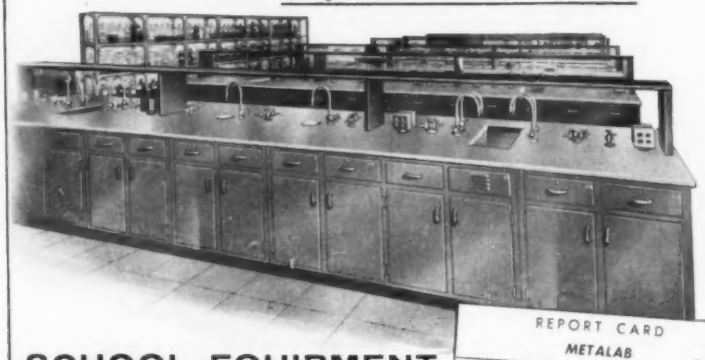

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TEACHERS' SALARIES

STAMFORD SCHEDULE

The proposed salary schedule for Stamford, Conn., provides a minimum of $3,550 and a maximum of $6,300 for teachers with a bachelor's degree, with a range between the minimum and maximum containing 15 steps. For the master's degree, the minimum is $3,850 and a maximum of $6,900, with 17 steps. For one year beyond the master's the minimum is $4,150 and the maximum, $7,500.

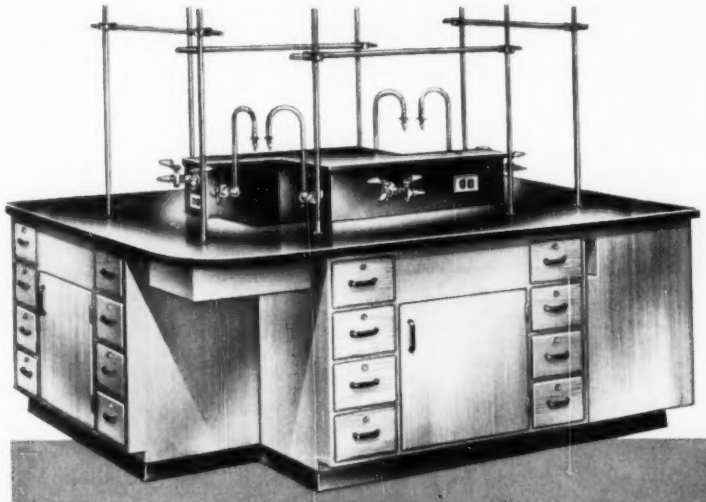
TEACHERS' SALARIES

★ Grants, N. Mex. The school board has approved a salary increase across-the-board, ranging from a base salary of $3,500 to $5,075 for a teacher with 15 years' experience and a master's degree.

★ Belen, N. Mex. The school board has approved an average increase of $300 annually for 105 teachers. The increase is across-the-board and ranges from a base of $3,500 to $5,075 for a teacher with 15 years' experience and a master's degree.

★ The board of education of Kalamazoo, Mich., has adopted a salary schedule for the years 1956–57 and 1957–58. The schedule calls for a minimum of $3,900 and a maximum of $6,006 for teachers with an A.B. degree in 1956–57; $4,250 and $6,350 for a teacher with an M.A. degree. For 1957–58 the schedule provides a minimum of $3,900 and a maximum of $6,006 for a teacher with an A.B. degree, and a minimum of $4,290 and a maximum of $6,630 for a teacher with an M.A. degree.

★ Pittsburgh, Pa. The school board has voted to increase teachers' and professional employees' salaries by $200 for 1956–57. The $200 increase means an over-all increase of $600, which includes the $400 increase given last March.



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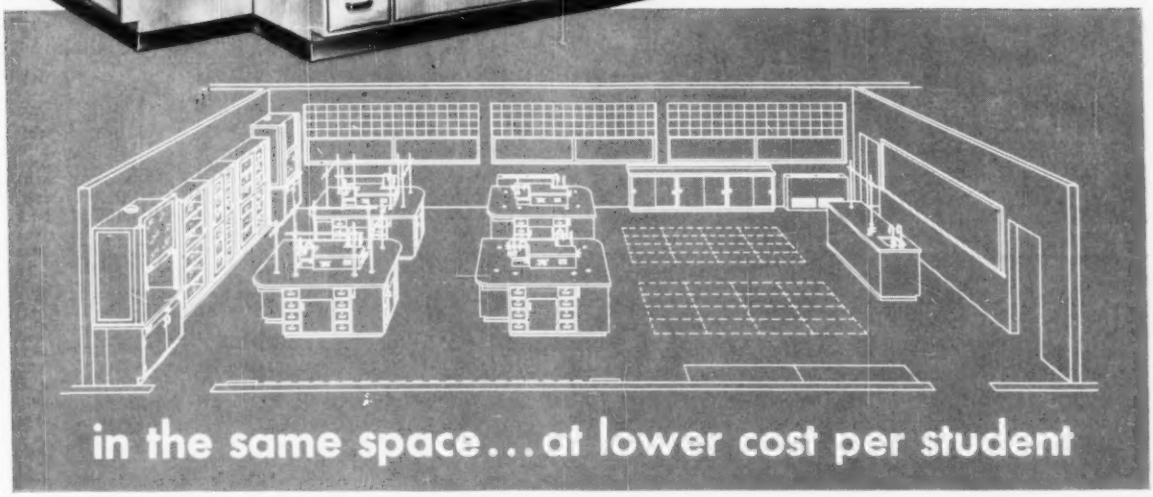

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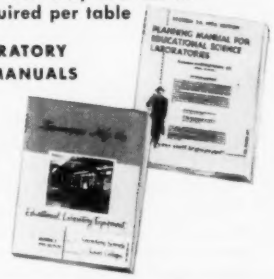

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SCHOOL LAW NEWS

School Lands and Funds

A board of education, in discontinuing a district school, must act in good faith, upon a sound, just, and reasonable basis, and must have due regard for public interest and the consequences of its action upon children affected. KRS 160.070, 160.290. — *Wells* v. *Board of Education of Mercer County*, 289 Southwestern reporter 2d 492, Ky.

The evidence established that a school desegregation plan constituted a good faith effort to comply with the constitutional requirements and would be approved, though not accomplishing segregation completely and containing an undesirable rule requiring election by kindergarten children. — *Wells* v. *Board of Education of Mercer County*, 289 Southwestern reporter 2d 492, Ky.

Schools and School Districts

Where a reorganization plan under the Idaho Reorganization of School Districts Act called for the separation of four noncontiguous portions of the first district and annexation thereof to the second district, and the plan sought to take in areas where the voters were favorable to the plan, and to exclude areas where voters were unfavorable, and parts of power lines and other taxable wealth in the first district were gerrymandered to include them in the plan, the plan could not be upheld. I.C. § 32-510, 33-511. — In re *Gooding County Commissioners*, 295 Pacific reporter 2d 695, Ida.

The Idaho District Court, in reviewing the proceedings before the Board of County Commissioners under the Reorganization of School Districts Act, cannot redefine or reestablish the boundaries of the district as prepared and voted on. I.C. § 33-519. — In re *Gooding County Commissioners*, 295 Pacific reporter 2d 695, Ida.

School District Meetings

A "school board" is a public body empowered by law to transact the business of a school district for school purposes. — *Greer* v. *Chelewski*, 76 Northwestern reporter 2d 438, Neb.

The general duties of members of school boards require them to look after the interests of the school district, and they should defend suits if it appears that the interests of the district demand it. RRS 1943, §§ 79-102, 79-401, 79-441, 79-455. — *Greer* v. *Chelewski*, 76 Northwestern reporter 2d 438, Neb.

Members of a school board act in a representative capacity, and not as individuals. — *Greer* v. *Chelewski*, 76 Northwestern reporter 2d 438, Neb.

School District Property

School districts may accept gifts and legacies for the purpose of building public schoolhouses. RSA 194:3. — *White* v. *Corinthian Lodge*, F. & A.M., 121 Atlantic reporter 2d 795, N. H.

The legal effect of the language in a deed conveying property to the trustees of a school district "for as long as it shall be necessary for school purposes" was to create an estate on limitation or a fee simple determinable. — *Gorton* v. *Wager*, 149 N.Y.S. 2d 887, N.Y. Sup.

Teachers

Except in so far as controlled by the Nebraska statute, the validity of a contract of employment of a teacher in the public schools is governed by the rules relating to contracts generally. RRS 1943, § 79-1248. — *Greer* v. *Chelewski*, 76 Northwestern reporter 2d 438, Neb.

Where the contract for the employment of a physical education teacher and coach was authorized by the School Code, provisions of the Code became a part of its terms. SHA ch. 122, §§ 6-36, 7-16. — *Anderson* v. *Board of Education of School Dist. No. 70*, Winnebago County, 134 Northeastern reporter 2d 28, Ill. App.

A contract to teach in the common or free schools is one of employment, and the relative positions occupied by the district represented by the board and the teacher are those of employer and employee. RRS 1943, § 79-1248. — *Greer* v. *Chelewski*, 76 Northwestern reporter 2d 438, Neb.

A Tennessee school teacher, who has not acquired tenure status is not entitled to reelection as a matter of right beyond her contract. Tenn. Code, §§ 2336 et. seq., 2340.1, 2341, 1 et. seq. — *Shannon* v. *Board of Education of Kingsport*, 286 Southwestern reporter 2d 571, Tenn.

The resignation by a teacher constitutes a complete break in the service and absolute termination of relations, and thereafter the person resigning has no rights or duties. N. Y. Administrative Code, §§ B20-3.0, subds. 1, 2, B20-38.0, subd. 1. — *Winkel* v. *Teachers Retirement System of City of New York*, 149 N.Y.S. 2d 443, N.Y. Sup.

Under the Teachers' retirement Act, the tenured teacher is protected from disturbance not only by a change in salary, but also by transfer to unpleasant duties, or duties not of the particular type of teaching position or status which the teacher has attained. LSA-R.S. 17: 443. — *Verret* v. *Calcasieu Parish School Board*, 85 Southern reporter 2d 646, La. App.

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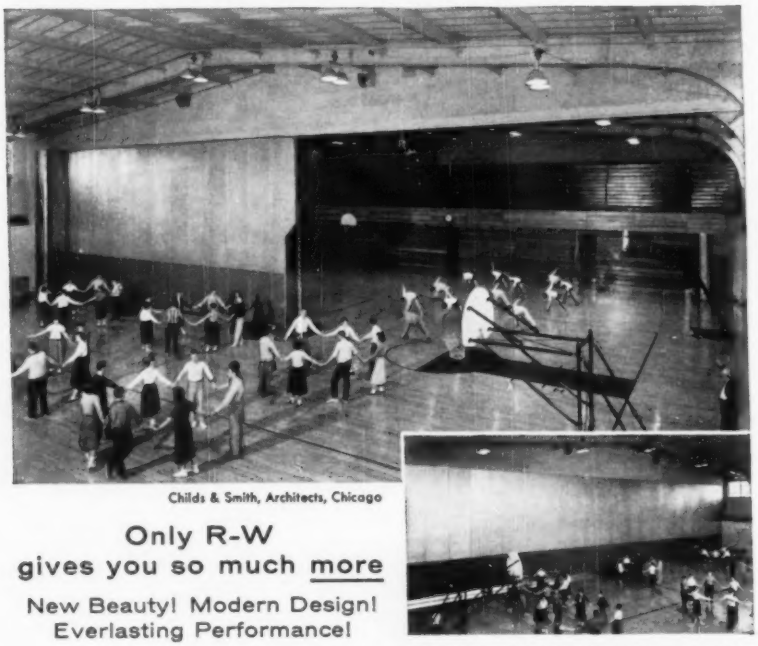

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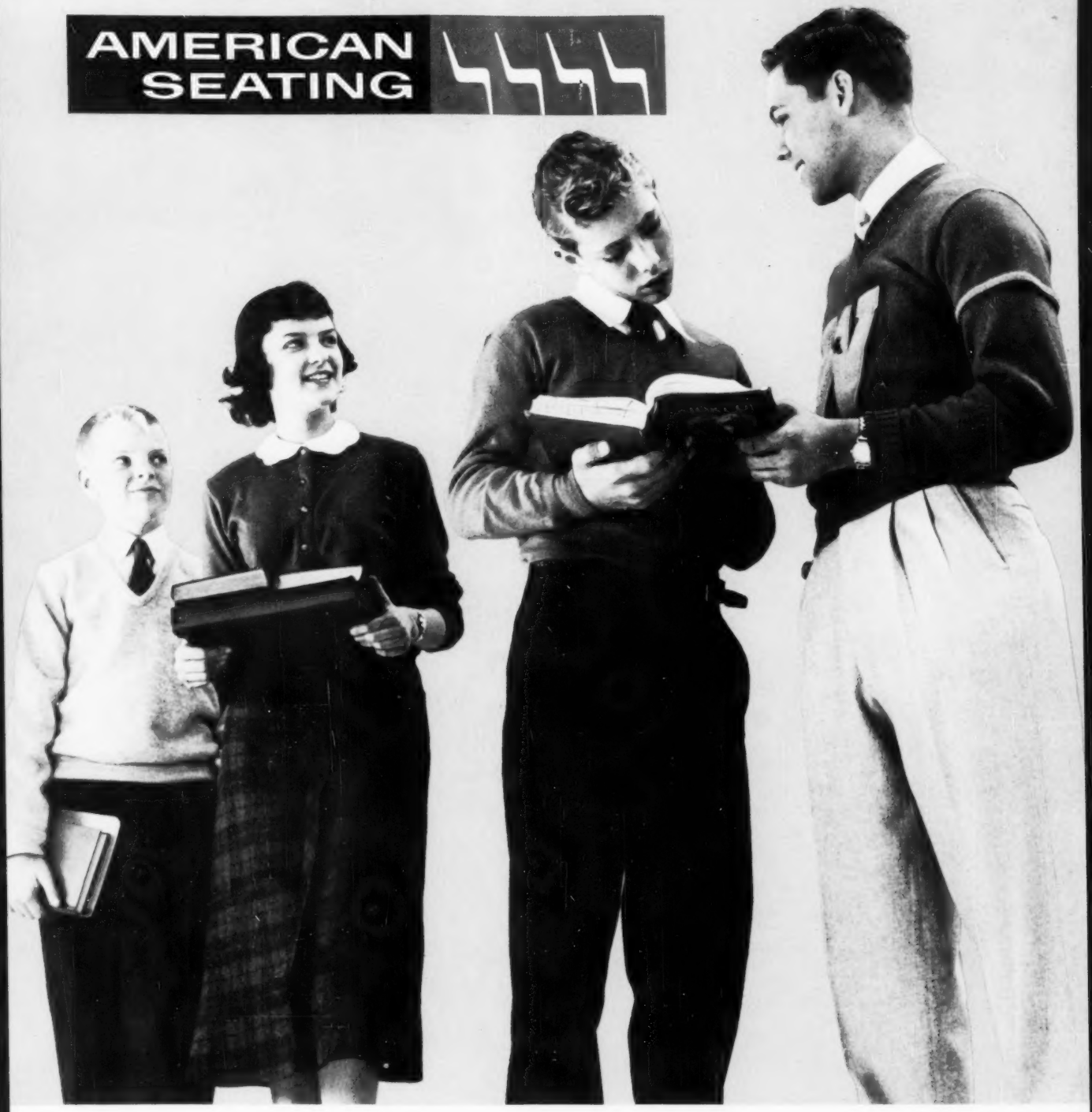

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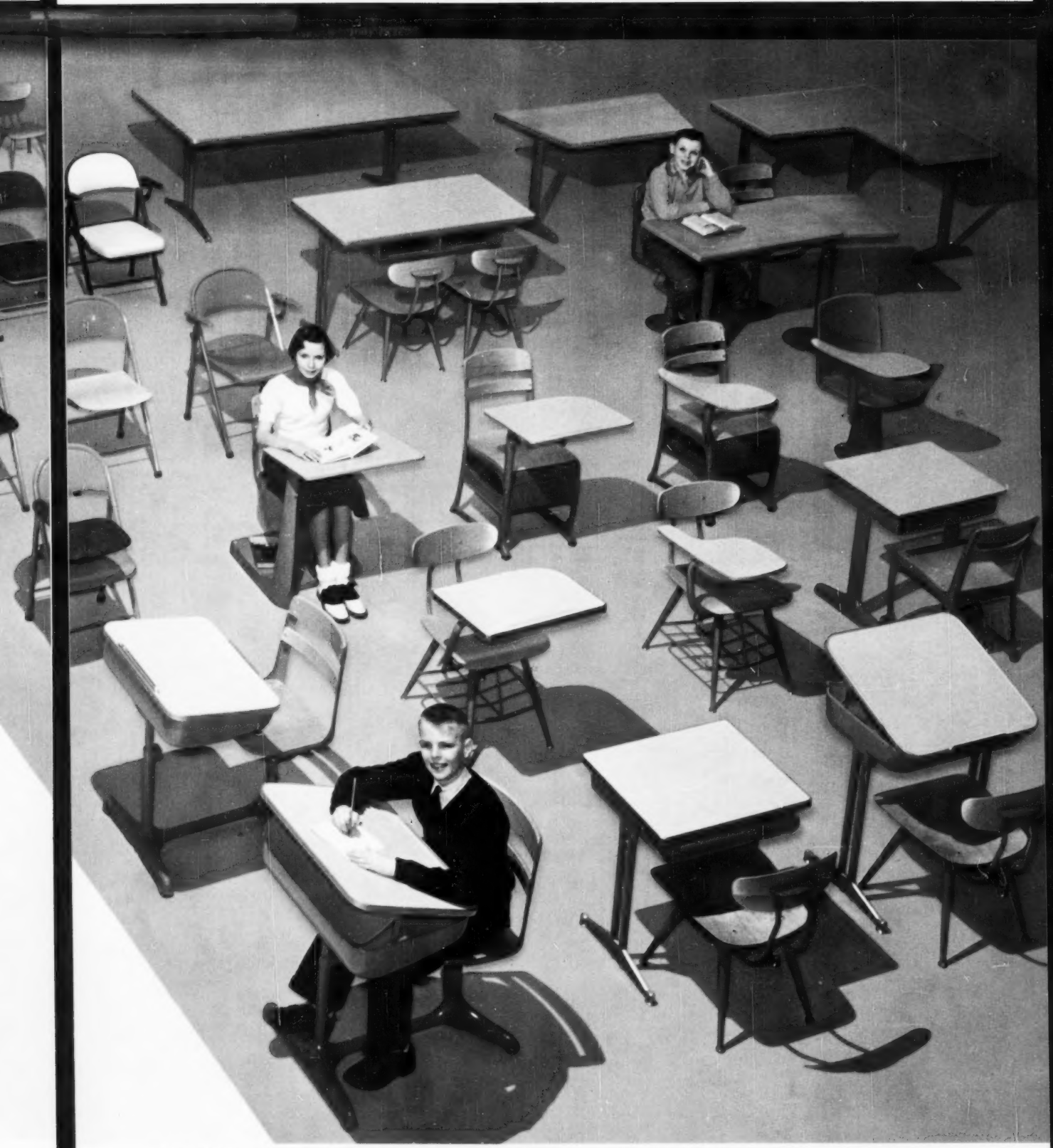

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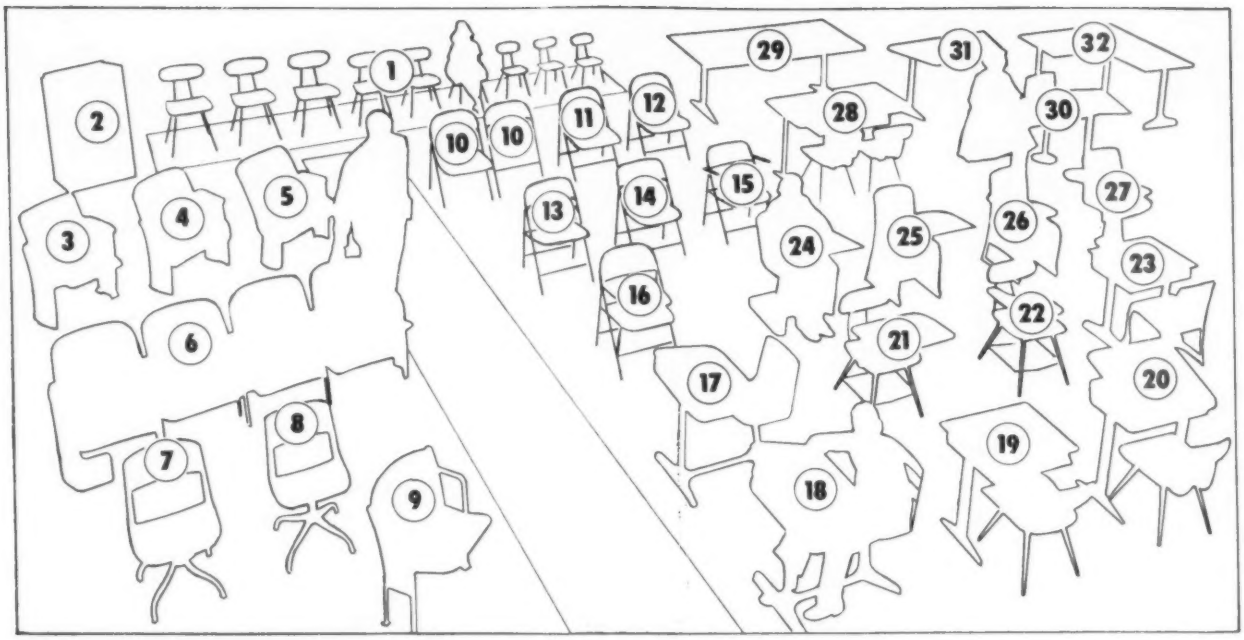

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22 ‡CLASSMATE Tablet-Arm Chair, No. 543.
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24 ‡High School and College Desk, No. 445.
25 ‡ENVOY Desk, No. 352.
26 ‡ENVOY Tablet-Arm Chair, No. 380.
27 ‡Pedestal Chair, No. 472.
28 †CLASSMATE Two-Pupil Table, No. 140 (with No. 540 Chairs).
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SCHOOL BUILDING NEWS

FIVE-MILLION PROGRAM

The Pittsburgh, Pa., board of education has approved a long-range building program, calling for the remodeling or building of seven buildings, at a total cost of $5 million. The board plans to borrow $2 million in temporary funds and sell a bond issue later.

HOUSTON'S MAMMOTH PROGRAM

The Houston, Tex., voters have approved a school bond issue of $31,750,000 for new school construction. The proceeds of the issue will provide four senior high schools, four junior high schools, and 15 to 20 elementary buildings.

FORT WORTH PROGRAM

The board of education of Fort Worth, Tex., has approved a huge building program for the period 1956–60, to include 80 projects, and to cost a total of $20,888,000.

The projected program includes 54 elementary schools and new elementary sites, to cost $14,324,180, 11 junior high schools, and 14 senior high schools, to cost $2,817,755.

NEW YORK CITY APPROVES HUGE PROGRAM

The New York City board of education has approved a $108,000,000 school building program for 1957, which calls for the construction of 32 new schools and the planning of 31 others. The program includes a junior high school in Stapleton, L. I.

STUDY BUILDING NEEDS

During the school year 1955–56, a citizens' committee completed a study of school building needs in Johnstown, N. Y. This was the second committee to be organized in the past five years. The report of the first committee resulted in the construction of one new elementary school.

In this second study, a total of 47 persons served on the committee, which attempted to determine how many, and what kind of schools are needed, where they should be located, and how they should be financed. The study became necessary because of a serious overcrowding in several schools and the prospect of a probable forcing out of an elementary school, due to increased enrollments and a shortage of classroom space.

CLASSROOM NEEDS IN CALIFORNIA

The California Department of Public Instruction has presented a report on a study of school building needs in the state. Since 1947, the several school districts have spent almost one and a half billion dollars to build schools. This money has provided more than 12,500 new classrooms and has replaced more than 2300 inadequate, unfit rooms. Still the supply does not equal the demand.

Under the State School Building Aid Program, 122 districts have new schools under construction, or projects approved. These projects will provide buildings for 100,937 children on half-day sessions. Another 100,494 pupils on half-day sessions will have to depend upon district resources to provide classrooms until such time as the districts may qualify for aid.

The future for school enrollments and building needs will be much the same as it has been in the recent past, except that the problem becomes a bit more urgent and there is no relief in sight prior to 1964. By 1965, enrollment in grades one to twelve will be doubled, or 1,261,038 more pupils than are now enrolled. It will take 45,662 more classrooms to house students in 1965.

The annual enrollment increase in all schools is expected to continue at a fairly high level during the next five years, but the trend is toward a decreasing rate of growth in the schools. There is nothing to indicate that the schools will stop growing.

LIGHTING SURVEY

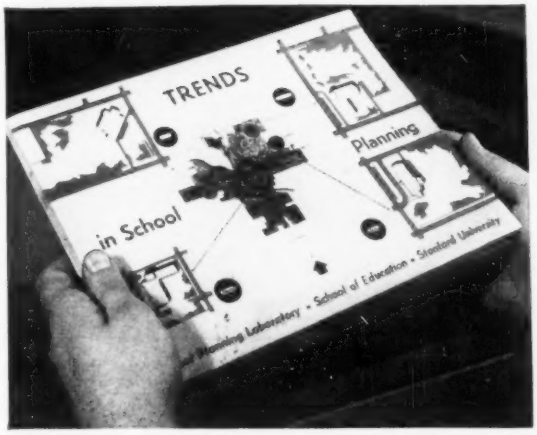
The San Diego, Calif., County Schools, under the direction of Francis Darby, Assistant Superintendent in Charge of Business Services, has conducted a lighting survey of four school buildings, to determine the most satisfactory lighting situation in a variety of arrangements of windows, lighting, artificial lighting fixtures, and other controllable conditions. The results of the survey are being used in the redesigning of window and fluorescent light installations.

SCHOOL BUILDING NEWS

★ Ossining, N. Y. Three new school buildings have been added to the system in three years, including two elementary schools and a junior high school. This was considered a forward step where building programs had lagged for many years.

★ Ilion, N. Y. The school board has completed a centralization of the district. The voters recently approved a $1,750,000 building program, to include an elementary school, a cafeteria, and additions to the high school. The educational planning was carried out under the direction of George H. Purple, superintendent of schools.

New School Planning Aid



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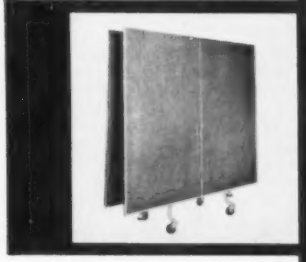

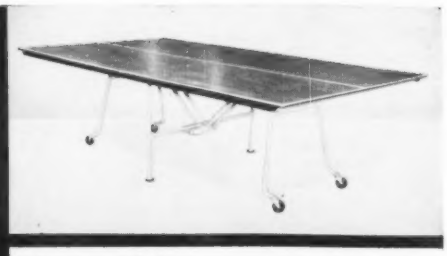

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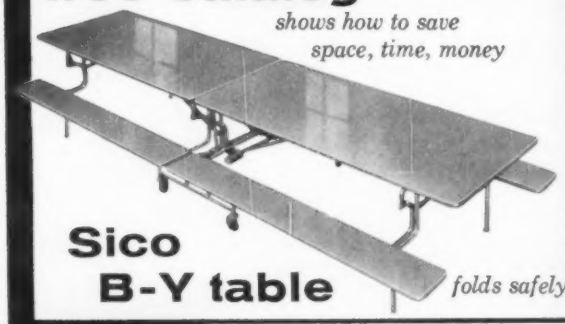

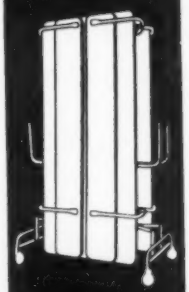

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PERSONAL NEWS

★ GEORGE GRILL, formerly business manager of the public schools of Lakewood, Ohio, and more recently active as historian for the Association of School Business Officials, died in Chicago, during the last week in June.

★ MARK H. CLAYTON has been elected president of the citizens' school committee in Glenview, Ill.

★ MARION J. ALLEN is the new president of the board at Wilmette, Ill.

★ CYRUS M. HIGLEY, president of the board at Norwich, N. Y., has been elected to the board of directors of the National School Boards Association.

★ DR. HOWARD DUDGEON is the new president of the board at Waco, Tex. C. V. ANDERSON is vice-president.

★ MRS. ELIZABETH HUDSON has been elected to her third term as president of the board at Long Beach, Calif.

★ PATRICK J. HAMILL has been elected president of the board at Braddock, Pa.

★ JOHN C. SPAHR is the new president of the board at Springfield, Pa.

★ C. W. DODGE has been elected president of the board at Stanley, Wis.

★ CHARLES ELLEDGE is the new president of the board at Nowata, Okla.

★ GEORGE W. CASTLEBERRY has been elected assistant superintendent in charge of business at Santa Cruz, Calif.

★ DR. J. A. WINKLER, of Cold Spring, Ky., has been elected president of the Northern Kentucky Division of the Kentucky School Board Association. WILLIAM M. GANN, also of Cold Spring, was named secretary.

★ WARREN PARKER is the new president of the board at Lincoln, Neb.

★ MRS. B. W. PYLE has been elected president of the board at Gothenburg, Neb.

★ RICHARD I. JONES is the new president of the board at Plainfield, Ill.

★ J. C. VIAN has been elected assistant superintendent of schools at Lebanon, Ohio. He will have charge of transportation, building maintenance and repairs, and pupil accounting, enumeration, and attendance.

★ DR. JAIRUS J. DEISENROTH, of Madeira, Ohio, has accepted a new position of principal of the Bloom Junior High School, Cincinnati.

★ J. RAY HALPIN, a former secretary of the Yonkers, N. Y., board of education, died June 24, at his home. He had been in the Yonkers school system 24 years.

★ NOVICE G. FAWCETT, formerly superintendent of the public schools of Columbus, Ohio, has been appointed president of Ohio State University. He succeeds Dr. Howard L. Bevis, who is retiring from the office.

★ ERVIN E. TRASK, superintendent of schools of Plainville, Conn., for 15 years, died June 19 in a local hospital. He had been head of the school system for many years and was well known in educational circles and in athletic activities.

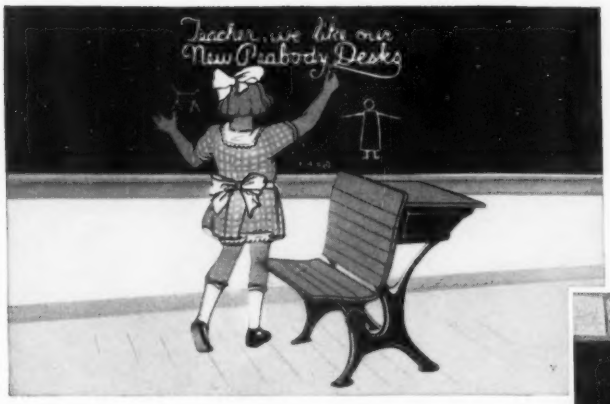
★ DR. SAMUEL PAUL CAPEN, retired chancellor of the University of Buffalo, and first director of the American Council on Education, died June 22, after a long illness. He was 78 years old.

Dr. Capen was a nationally known authority in the field of college and university planning and administration, but who had retired in 1950 after a service of 28 years in the University. From 1914 to 1919, he was with the U. S. Office of Education as a specialist in higher education. In 1919 he was made director of the American Council on Education, a position he held until he went to the University of Buffalo in 1955. He had conducted surveys and studies in education in many public and private institutions in several states.

★ NORMAN E. SCHARER is the new superintendent of schools of Santa Barbara, Calif., succeeding E. W. Jacobsen.

A TEACHER HONORED

Leon H. Colborn, a teacher of chemistry in the Taylor Allderdice High School, Pittsburgh, Pa., on June 5, was awarded an honorary master of science degree from Carnegie Institute of Technology for excellent teaching and guidance of students toward careers in engineering and science. In the presentation of the award, Mr. Colborn was honored for a lifetime's work in stimulating a generation of exceptional youths to seek careers in scientific and technological fields. He instituted a special chemistry course for gifted students and over the years a total of 357 students took the course, and 332 of them went on to colleges offering technological courses.



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TEACHERS AND ADMINISTRATION

TEACHER IN-SERVICE PROGRAM

The public schools of Wayland, Mass., and the College of Education of Northeastern University of Boston, have united in establishing a new teacher internship program. The plan provides that students shall work in the Wayland schools starting in the second year of a five-year "On-the-job" training program. Students majoring in education who plan to become teachers will alternate ten-week periods in class at the University, with equivalent periods in Wayland in paying jobs.

The plan is based on the co-operative plan of education used at Northeastern since 1909 in its three other day colleges. Over 3200 students are at present studying under this system of education and are employed by 650 co-operating companies in the Greater Boston area.

IN-SERVICE TRAINING FOR TEACHERS

During the school year 1955–56, the public schools of Bedford, Ohio, undertook an experiment in vertical in-service training in the field of mathematics. Four general meetings involving all mathematics teachers, from kindergarten through the twelfth grade, were arranged around the theme, "Improving the Teaching of Mathematics." These meetings which were planned to cover one and one-half hours, consisted of a social period, followed by a carefully planned program. Some of the topics covered were panel discussions of general problems, the mathematics program in the junior high, and teaching techniques in arithmetic.

In addition, a committee from the teachers of all grades has made a study of the problems raised in the general meetings. The committee's work included the formulation of a list of equipment, special aids, supplementary books, etc., for each building, and standards for the teaching of the approach to algebra.

Supt. Dale D. Heskett reports that an evaluation of the project has indicated that considerable improvement has been made in clarifying the various points concerning mathematics teaching.

It is planned to conduct a reading workshop for teachers, beginning in September, and continuing for a period of six weeks, with two-hour sessions each Wednesday evening. Three hours' credit will be allowed to teachers completing the course.

AFTERHOURS DUTY IMPOSED

The long-threatened official crackdown on New York City teachers who refuse to conduct after-class student activities has become effective. Supt. William Jansen has sent an official directive to all principals, directors, and heads of bureaus, calling for a resumption of a full program of afterhours student services next fall.

The directive imposes upon principals the responsibility for initiating and conducting a well-rounded program; upon chairmen and supervisors the responsibility of supervising them; and upon teachers the responsibility of conducting them. The extraclass activities requiring more than a reasonable amount of time will be paid for. A reasonable amount of such service, however, is required of all teachers.

Superintendent Jansen cautioned that should there be any instances of refusal, such cases are to be reported in writing to the associate superintendent.

TEACHERS AND ADMINISTRATION

★ Santa Maria, Calif. The elementary school board approved the re-employment of 90 teachers for 1956, but declined to offer a contract to a tenure teacher with 28 years in the system. The board has approved a resolution, which will enable teachers' contracts to be rewritten in September, allowing a change in the salary schedule when a teacher moves into a new bracket because of summer courses.

★ In Naples, N. Y., members of the future teachers' club take charge of the nap period of kindergarten pupils. Kindergarten pupils attend a full day, but have a two-hour nap period in the afternoon. The plan relieves the teachers for remedial reading work with small groups of retarded pupils, but it also helps accelerate the better pupils.

★ Bellmarette, Pa. The joint school board has approved a new policy, setting the retirement age for professional school employees at 65. One year of grace is allowed for the year 1956.

★ San Lorenzo, Calif. The San Lorenzo Valley unified school board has adopted a retirement policy which automatically retires teachers at age 65. Certificated personnel will be automatically retired, unless a waiver in writing is submitted by February 1 of the retirement year. The board reserves the right to grant yearly contracts to teachers who submit waiver applications, but only on a year-to-year basis.

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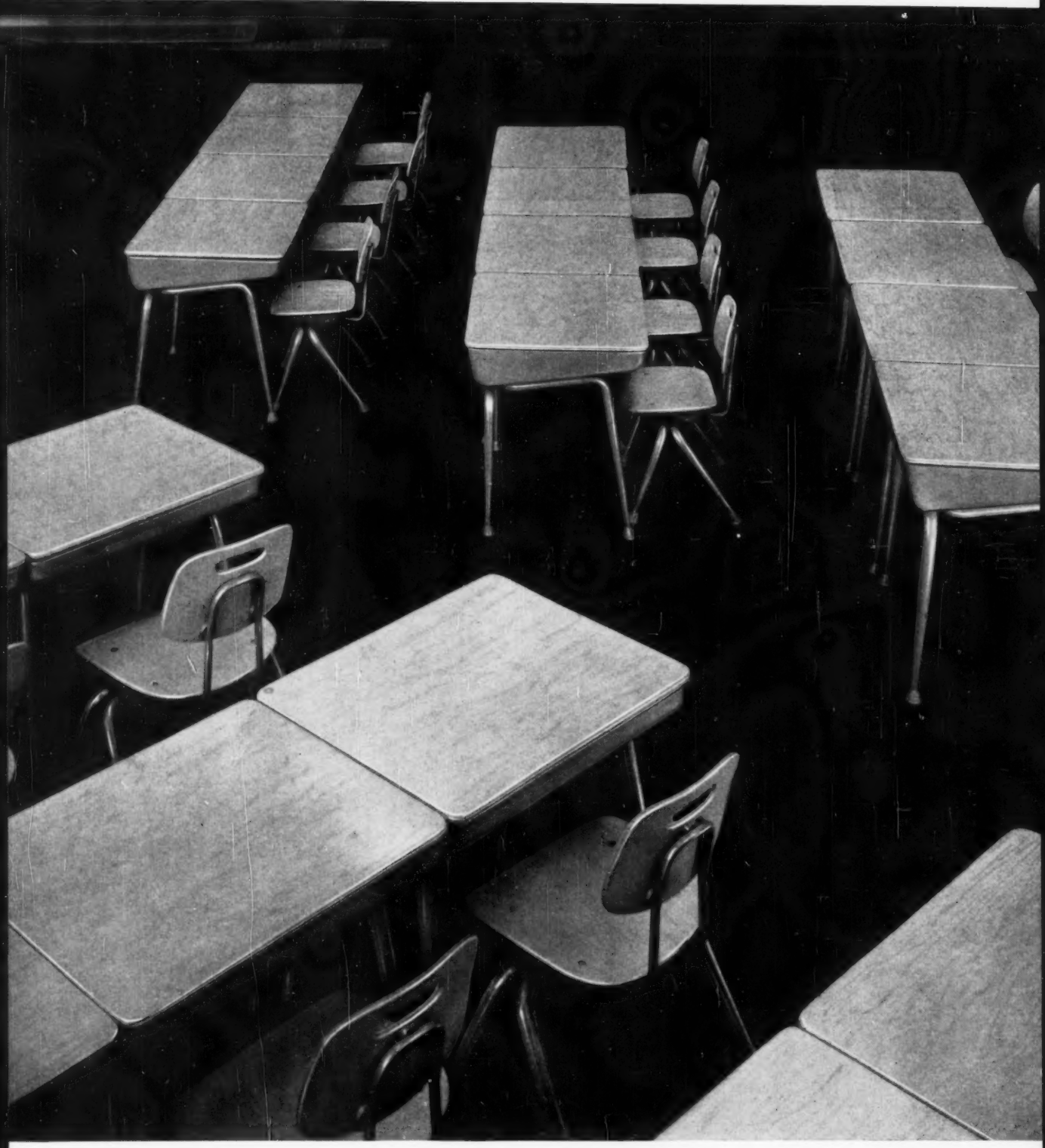

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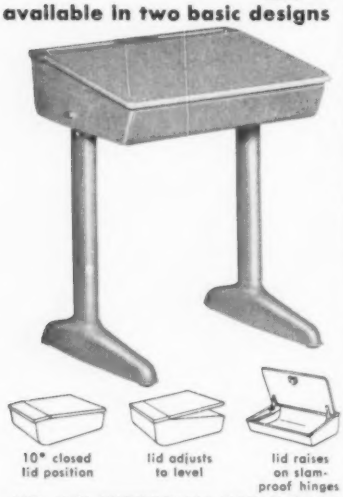

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SCHOOL BOARD NEWS

EDUCATION-BUSINESS DAY

The public schools of New Kensington, Pa., held their first education-business day, April 17, with Supt. W. L. Jefferson in charge. Dr. Willis E. Pratt, of the Indiana State Teachers College, gave an address to the teachers, school officials, and Chamber of Commerce representatives, in which he maintained that business and industry have found education is not an expense, but a good investment. He said the public schools could ruin our democracy or insure the persistence of the greatest society the world has ever seen. In speaking, he listed four disciplines that children must learn in school, besides the mechanical processes of an education. Supt. Jefferson, who spoke on "Our Schools," said that the city maintains a high scholastic level and it is imperative that the school system be improved. School board members were introduced and spoke briefly.

NEWS BULLETIN

During the past two years the board of education of School Dist. 12, Malverne, N. Y., has issued a monthly news bulletin to each home in the school district. The bulletin called, "Your Schools," is prepared for publication each month, immediately after the regular meeting of the board. In it are reports of the actions taken at board meetings, as well as information about activities carried on in the schools. A calendar of coming events is listed, which includes all the activities scheduled by the board or the parent-teacher associations for the ensuing month.

The bulletin is prepared in the office of the Superintendent, Dr. Howard T. Herber, and is edited and printed by Kennedy Associates, a private relations organization.

Superintendent Herber reports that the reaction of the public to the bulletin has been good.

ISSUE SPECIAL REPORT

The Bay City Times, Bay City, Mich., in its May 27, 1956, issue, printed a special section as the Bay City School Report for 1955–56. The section which contained eight pages, was devoted to stories and illustrations of all the school activities connected with the local school program, including spelling, reading, intermediate school studies, high school subjects, junior college day and evening courses, special education, special services, and the budget showing sources of income and areas of expenditure.

SCHOOL BOARD NEWS

★ Pittsburg, Kans. The school board has approved a home-bound child teaching program for the year 1956–57. A visiting teacher will be provided for children who cannot attend school because of some handicap.

★ Cedar Rapids, Iowa. The school board had approved new pay increases for 166 school supervisory, clerical, custodial, and maintenance employees. Administrative officials received increases, ranging from $150 to $750 per year; clerical employees received increases averaging 7 per cent; and building custodians, bus drivers, mechanics, and maintenance workers were paid across-the-board increases of ten cents an hour. The wage and salary increases became effective July 1.

★ In Montgomery County, Md., school integration is going forward and 169 more Negro students will be transferred next fall to former all-white county schools. The transfers are in addition to nearly 500 Negro students now attending desegregated schools. Of the 53 formerly all-white county schools, 49 will be desegregated by fall. It is reported that 225 notices have been sent to Negro families saying they are eligible for transfers to closer schools.

★ The Seattle, Wash., board of education has refused a request of the local teachers' organizations to reduce the length of the school year from 187 to 180 days. The request was made as a substitute for an increase in teachers' salaries which the board could not give because of lack of sufficient funds. The actual teaching year consists of 185 days plus two days for a teachers' institute held in October. The board also refused to divert $700,000 from the school plant maintenance fund and to apply the sum to salary increases.

The board of education, Toronto, Canada, has recently reaffirmed its policy concerning the erection of two-story school buildings and will not approve plans for three-story elementary schools. It is believed that the two-story structures are educationally more satisfactory than the higher buildings.

★ Judge James G. Whyte, in Claremont, Calif., in a ruling on June 12, held that a meeting of the school trustees in the home of the chairman, Mrs. Leila Pitzer, at which they dismissed Supt. Arthur M. Main, did not constitute a public meeting of the board and hence his removal was invalid.

Under the ruling, the superintendent of the Claremont district is entitled to permanent status as a classroom teacher, a writ of mandamus for reinstatement, and his salary, until validly removed.

★ Charles City, Iowa. The school board has given all full-time custodial employees increases of $120 a year, bringing their salaries to $3,480 annually. The starting pay was retained at $250 per month. Part-time employees were raised to $1.25 per hour.

★ The board of education of School Dist. No. 13, in Valley Stream, N. Y., has voted to place copies of the school board meetings in the office of each school in the district.

★ Milwaukee, Wis. The office of the secretary-business manager of the board of education carries on each summer an intensive audit of a number of secondary school financial records. A similar program of audits has been voted by the board for elementary school financial records.

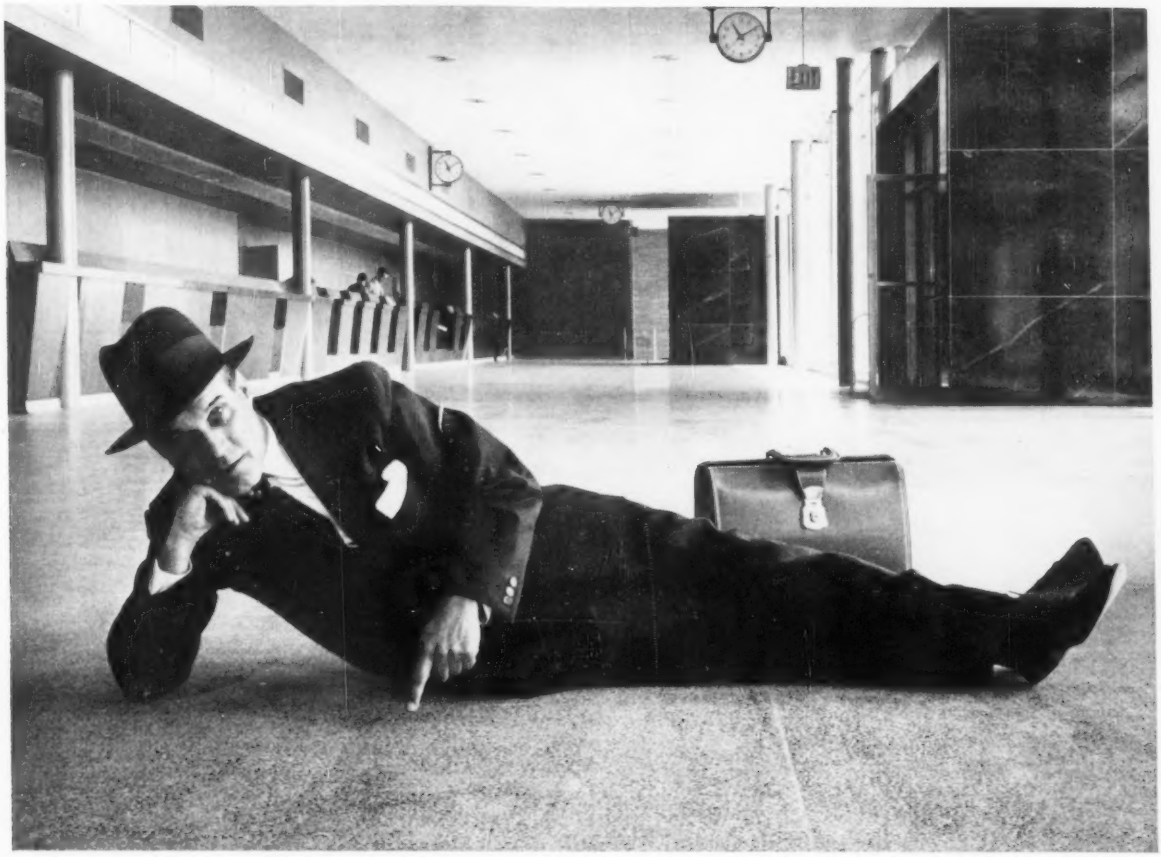
★ The school board of Morrilton, Ark., has accepted an offer of Winthrop Rockefeller to give the city a multi-million dollar model school within the next five years. The first step will be the construction of a new elementary school costing $375,000.

It is expected that Morrilton will take over the operation of the model system after the five-year period which begins July 1.

★ The school board of Maine, N. Y., contemplates the addition of general mathematics to the ninth grade curriculum, and a semester of general language at the third grade level.

★ The Lebanon, Ohio, school board has completed a study of school building needs for the year 1956–57. The building program calls for a campus-type elementary school, consisting of five 4-room units, plus such facilities as kitchen, office, playrooms, library, dressing rooms, and a health clinic.

★ Sioux City, Iowa. The school board has adopted a basic wage increase of $20 a month for maintenance and operating employees of the school system. Also approved were a $1.60-an-hour basic pay rate for custodians, custodian-engineers, and engineers, Monday through Friday, and $1.85 per hour for work on Saturdays and Sundays.



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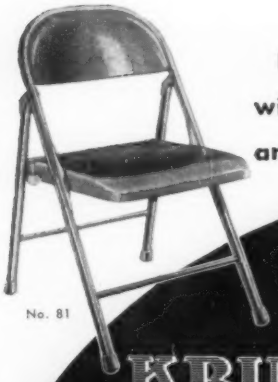


For folding chairs with comfort, rigidity and enduring service

Look to KRUEGER posture-perfect Series 80!

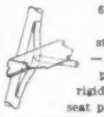
For all-around comfort, durable rigidity, strength and functional purpose you can't match *this* folding chair. It's Krueger's finest and *your best long-life value*. Non-tipping Y-type frames of heavy-gauge tubular steel are electrically welded into one strong unit that will withstand the hardest usage.

A WEALTH OF FEATURES — Such as vertical frame strengtheners; strong, secure and silent seat stops; unusually large, posture-comfort seats; fully covered safety hinges; and quiet, quick and easy folding action are just some of the many features built into Krueger's exacting engineering standards.

TWO POPULAR MODELS — No. 81, an all-steel chair with contour shaped seat and backrest; No. 82 which features a 5-ply hardwood veneer contour seat with steel backrest. Choice of Beige, Azure Grey or Saunders Green baked-on enamel finish frames—Wood seat, natural satin finish.

THESE DETAILS ASSURE LASTING SATISFACTION

No. 82



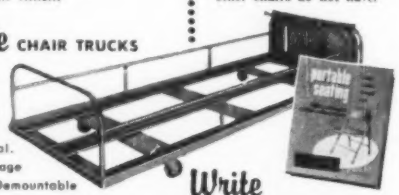
6-inch built-up frame strengtheners — seat spacers provide more rigid bearings at seat pivot point—prevents frame spreading.

Spot-welded steel seat stops capped with rubber bumpers assure positive seat lock —quiet operation when opening or folding chair.

Fully covered safety hinges prevent finger pinching and clothing tears—a safety factor feature many other chairs do not have.

Demountable CHAIR TRUCKS

Four standard sizes hold both X-type channel and Y-type tubular chairs — upright or horizontal. Regular or under-stage models available. Demountable end arms and exclusive *chan-angle* frame permit stacking empty trucks.



Write For new, complete line catalog No. 600 as well as brochure No. 100.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

Lower Gym Building Costs!

YAKIMA JUNIOR-SENIOR HIGH SCHOOL
YAKIMA, WASHINGTON
ARCHITECTS: JOHN W. MALONEY
JOHN H. WHITNEY

MEDART

TELESCOPIC* GYM SEATS

Open, they provide safe, comfortable seating for capacity crowds; closed, they free almost every foot of floor area for class use.

Medart Seats have a self-supporting steel understructure that safely carries loads of 400 pounds per foot per row. Wood members add additional strength. Each row is supported on 4 vertical steel uprights that place the load on the floor. Automatic retracting rubber-cushioned rollers protect floors. One row, or as many rows as needed, may be opened and remaining rows locked in closed position. Exclusive "Floating Motion" design makes them easy to open and close. Many other features that save upkeep and money.

Write For Catalog

*Medart Telescopic Gym Seats are fully protected by U.S. Patents.

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3535 DeKalb St. · St. Louis 18, Mo.

WRITE FOR DETAILS TO DEPT. SB4

AT LAST!
A truly ADJUSTABLE Typewriter Table with ALL the Features you've been looking for!...

- STURDY — DOES NOT VIBRATE
- SILENT — MOUNTED IN RUBBER
- ADJUSTABLE — SELF-LOCKING UNIT
- MODERN DESIGN
- ECONOMICAL — ALL STEEL CONSTRUCTION

Drop-Leaf Table

Back-breaker!

Arm-stretcher!

A-H-H-H-H SEMCO!!

Bookkeeping Table

SEMCO SALES — PINELLAS INT. AIRPORT ST. PETERSBURG, FLORIDA

AFTER THE MEETING

UNUSUAL! VERY UNUSUAL!

Superintendents of schools and other school executives who are overloaded with energy-depleting chores, in addition to the usual pressures under which they must work, will enjoy the following incident told by Malvina Lindsay in the *Washington Post:*

The government executive returns home looking wilted but self-satisfied.

"Have a hard day?" asks the sympathetic wife.

"I'll say! Never worked so hard in my life!"

"Have a lot of appointments?"

"No, fewer than usual."

"Have a lot of conferences?"

"Only one."

"Have a lot of paper work?"

"No, less than usual."

"Then what on earth did you do?"

"What did I do? I locked the door, put my feet on the desk, and for two solid hours I sat and thought!"

The wife swoons. The next day the husband is — no, not fired, but promoted!

CLASSROOM CLASSICS

High school is a place where teachers frequently learn things which amaze them. We cite some examples:

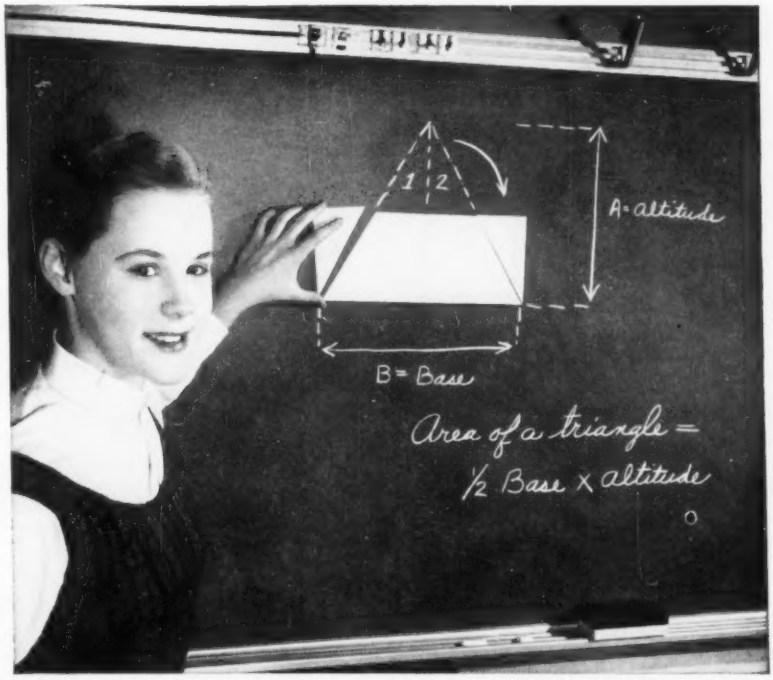
Miss Fosdick, teaching ninth grade English, was busy confusing her pupils with the parts of speech. Definitions of adjectives, prepositions, etc., flowed from her tongue. Finally, testing one befuddled lad, she asked, "If I say, 'I am beautiful,' is beautiful an adverb?" "No, ma'am," replied the boy, "it's not an adverb, it's a supposition."

The most food for thought was given to Mrs. Clancy in her Latin I class. She was informed by one of her scholars that ad infinitum was the term the ancient Romans used to describe an interminable television commercial. — *Wall St. Journal.*

COMPARATIVE INTELLECTS

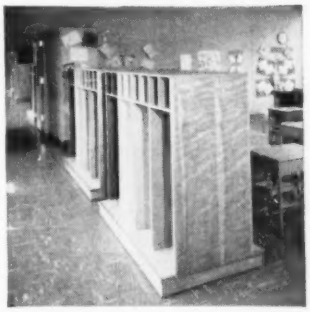
There are one-story intellects, two-story intellects, and three-story intellects with skylights. All fact collectors who have no aim beyond their facts are one-story intellects. Two-story men compare, reason, generalize, using the labors of the fact collectors as well as their own. Three-story men idealize, imagine, predict: their best illumination comes from above through the skylight. — *Oliver Wendell Holmes.*

"Didn't learn much today. . . . Have to go back tomorrow."



MAGNETS stick geometrical cardboard cutouts to Weldwood Chalkboard. Easy mobility permits use of "movie" techniques to teach geometry, geography, chemistry, even football. With Weldwood Aluminum Chalkboard Trim, as shown, Weldwood Chalkboard can be installed at low cost. Weldwood Chalkboard is available in a range of standard colors.

Now kids learn geometry the easy way with new magnetic chalkboard



BIRCH WELDWOOD plywood clothes closets are good-looking, durable, need little maintenance. Westover Elementary School, Stamford, Conn. Arch: William F. R. Ballard.

With Weldwood Chalkboard, high school students can see at a glance what Euclid meant by Q.E.D. Theorems usually difficult to visualize become easy to understand, easy to remember. And teachers find that a troublesome subject takes on new freshness, new classroom appeal with Weldwood Chalkboard visual aid techniques.

This new kind of chalkboard consists of a porcelain-on-steel* face bonded to strong, rigid plywood backed by a sheet of aluminum for balanced construction. Its glare-free surface is easy on young eyes, it doesn't squeak under chalk, will not warp, break, shatter or buckle, *never* needs refinishing.

Perfect for school or business use, Weldwood Chalkboard is *guaranteed for life.*

Like to know more? Ask your architect (he'll find specifications in Sweet's) or send coupon. To see Chalkboard and the complete Weldwood line, visit any of our 87 branches in principal cities.

*PORCELAIN FACES BY THE BETTINGER CORP.

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A product of
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+SBS 8-56

NAME.....

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School Administration News

INSTRUCTION BOOKLET

An outstanding contribution to instruction in Utica, N. Y., has been the publication of a booklet entitled, "Learn the Art of Learning," prepared by the Guidance Department with the aid of teachers' suggestions. The booklet is directed to the student and is intended to help pupils improve their study techniques. Among the topics are: Studying on a Schedule; How to Tackle an Assignment; How to Take Notes; Classroom Attitudes and Manners; How to Improve Your Reading. Copies of the booklet have been distributed to teachers and principals, and counselors are using the booklet in working with failing pupils and those not meeting their achievements. It is particularly useful in seventh and eighth grade guidance classes in connection with a unit on "How to Study."

BOSTON TV PROGRAM

Boston's first television classroom goes on the air next fall, over WGBH-TV, channel 2, Boston. The television studio will be the classroom for adults studying the arts and crafts of primitive peoples. Prof. John O. Brew, of Harvard's Peabody Museum of Archaeology will conduct the course. Students in the studio will be enrolled in University Extension and their work counts as credit toward the Adjunct in Arts degree at Harvard.

INVITE PARENTS TO FUNCTIONS

The public schools of Castalia, Ohio, have inaugurated a practice this year of inviting three or four parents to all school functions. The practice has helped in selling the school program and in chaperoning, and has worked well. It assists greatly the administrative staff and seems to adapt itself to the student body.

The student-car situation had become quite acute. The local board has adopted a policy requiring all students to park their cars in the parking lot and leave them until the afternoon dismissal. The board has issued a rule that there shall be no loitering in the parking lot and this has been carried out successfully.

AUDIO-VISUAL AIDS WORKSHOP

As part of an expanding in-service teacher-training program, an audio-visual aids workshop was conducted in Ashland, Ohio. The workshop was set up in one of the elementary schools, by local school personnel, with the assistance of Dr. Clyde K. Miller, Director of the Division of Audio-Visual Education, Ohio State University, who provided the leadership during the program.

SHIFT IN POLIO GROUPS

The medical director of the National Foundation for Infantile Paralysis has reported changes in the age distribution of paralytic polio in the nation.

Dr. Hart E. Van Riper reported that in 1955 there was a sharp drop in polio cases among children 7 and 8 years old, most of whom had received one injection of Salk vaccine. It is indicated that the highest rate of paralytic polio has shifted to children 2 to 6 years old.

SPECIAL STUDIES

In suburban Rochester, N. Y., Union Free School Dist. No. 1 has engaged in an interesting project in the field of teaching foreign languages. The program was started in the fourth grade and will be extended with the use of language laboratories to the junior high school level.

A new position of Director of Instructions has been created with the appointment of Miss Alice Foley to the office. Her duties will be directed entirely to the co-ordination and improvement of the instructional program in grades kindergarten through twelve.

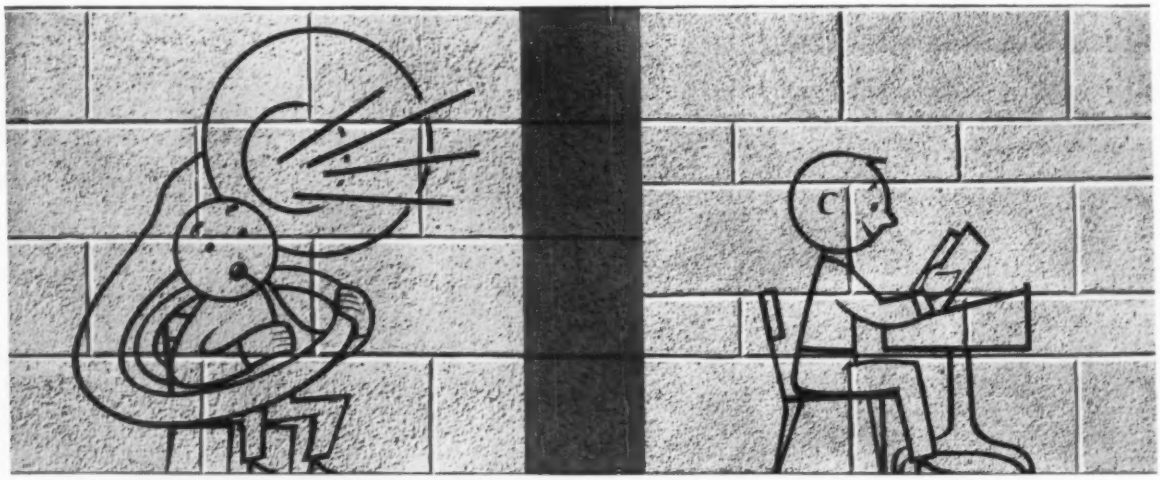
★ Heuvelton, N. Y. An industrial arts program has been added to the school curriculum for the school year 1956.

★ Oswego, N. Y. The public school system established classes for training 117 power-machine operators for a new dressmaking industry located in the vicinity. Out of an applicants' list of 363 persons, 232 were assigned to classes, and 117 remained to become trained and certified operators. The training period consisted of 4 hours per day, over a period of two weeks, and the program was continued for 20 weeks.

★ The school board of Central School Dist. No. 7, Eggertsville, N. Y., recently inaugurated a youth recreation program on Saturday afternoons. The program takes care of two age level groups — grades six and seven, and grades eight and nine in separate groups. The price of admission was set as 25 cents to meet the cost of two counselors. Many of the children have become regular attendants and it is planned to include adult participation in the evenings.

MILK BREAK

In September, 1956, the Lyons Central School, Lyons, N. Y., inaugurated a milk break in midmorning at the junior-senior high school. It provides a short period when teachers and pupils are able to obtain milk at a nominal price. Seniors at several locations in the corridors serve the milk.



And the band played on

thanks to sound-absorbing Concrete Masonry

Exposed Concrete Masonry interior walls are a sure cure for the sound problem. Block will absorb up to 68% of noise in classrooms and corridors. Provides insulation. Requires no maintenance. Is firesafe, and attractive for exteriors and interiors. All this, at lowest in-the-wall cost in the building industry. Ask your local block producer—a member of NCMA—for full particulars.

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62,000 coal cars, with 8,000 more on order, insure dependable deliveries from mines on the C&O
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WORLD'S LARGEST CARRIER OF BITUMINOUS COAL
For dependable deliveries of top quality coals, contact coal producers on the C&O. And if you need help in meeting your own particular fuel requirements, write to: R. C. Riedinger, General Coal Traffic Manager, Chesapeake & Ohio Railway Company, Terminal Tower, Cleveland 1, Ohio.

SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of May, 1956, permanent school bonds for school construction were sold in the amount of $132,724,115. The largest sales were made in:

California	$12,148,000	New Jersey	$ 7,563,000
Illinois	6,943,000	New York	15,125,215
Iowa	4,667,000	Ohio	6,117,000
Michigan	11,347,000	Texas	7,488,000
Nebraska	20,263,000	Washington	4,811,000

As of June 21, 1956, the average yield of 20 bonds was 2.53 per cent.

SCHOOL CONSTRUCTION

During the month of June, 1956, contracts were let in 11 western states for 164 school buildings to cost $50,551,826. Additional projects, numbering 162 schools, were reported in preliminary stages, to cost $165,549,974.

ASK INCREASED SCHOOL TAX

Supt. Claude L. Reeves, of Los Angeles, Calif., has asked the school board to call an election to increase the school tax rate. Mr. Reeves explained that more money must be forthcoming to finance the operation of the elementary and secondary schools next year because the legal taxing limits in these two divisions are now at the straining point. The new 1956–57 budget includes $95,000 to pay for the election.

SCHOOL BONDS

★ The South Huntington Schools, Huntington Station, N. Y., have obtained a bond issue of $5,838,000 for the construction of three elementary schools and a junior high school. The board has purchased a site for an elementary school and one for a junior high school. The building program was prepared jointly by the board of education and a local citizens' committee.

★ Dearborn, Mich. The voters have approved a proposal to float $14,000,000 in bonds to finance new buildings, sites, and additions. The program includes a high school to cost $4,500,000.

★ Austin, Minn. The voters, on May 15, approved a bond issue of $4,400,000 for school construction purposes. The building program includes two elementary schools, a junior high school, additions to three schools, the remodeling of the Lincoln School, equipment for all buildings, and new building sites.

★ Martinez, Calif. A $5,000,000 bond issue has been passed by the voters.

★ San Mateo, Calif. The voters have approved a $3,030,000 bond issue to construct a high school and to expand two other schools.

★ San Francisco, Calif. A $32½ million bond issue has been approved by the board of education. The increased funds are intended to provide a margin to meet possible construction cost increases during the next five years.

★ Shreveport, La. The voters of Caddo parish have approved a $17,500,000 bond issue.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	*Date*	*Latest Figure*	*Previous Mo.*
School Building Construction[1]	May, 1956	$201,500,000	$202,896,000
School Building Construction[2]	June, 1956	$ 50,551,826	$ 25,682,779
Total School Bond Sales[3]	May, 1956	$132,724,115	$138,113,760
Latest Price, Twenty Bonds[3]	June 21, 1956	2.53%	2.65%
New Construction Expenditures[4]	May, 1956	$258,000,000	$245,000,000
Construction Cost Index[5]	June, 1956	634	631
Educational Building, Valuation[4]	March, 1956	$128,900,000	$110,800,000
Wholesale Price Index[6]	July 3, 1956	113.9	114.2
U. S. Consumer's Prices[6]	May, 1956	115.4	114.9
Population of the U. S.[7]	May 1, 1956	167,649,000	167,181,000

*Compiled July 9, 1956.
[1]Dodge figure for 37 states east of Rocky Mts.
[2]11 states west of Rocky Mts.
[3]Bond Buyer.
[4]Joint estimate, Depts. of Commerce and Labor.
[5]American Appraisal Co., Milwaukee.
[6]U. S. Dept. of Labor.
[7]U. S. Dept. of Commerce.

SCHOOL BUDGETS

★ Boston, Mass. The school board has adopted a budget of $29,583,865 for the year 1956–57. Of the total, $26,384,439 must be raised by taxation.

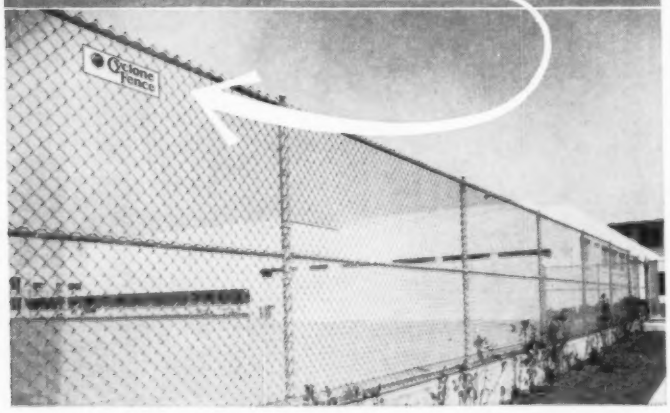
★ Salt Lake City, Utah. The school board has adopted a record budget of $8,496,100, to meet the largest enrollment in the city's history. The new budget calls for a .35 mill property tax levy increase, making the total levy 32.85 mills.

★ Louisville, Ky. The board of education has adopted a drastic budget of $12,017,212 for 1956–57, or $403,635 more than for 1955–56. Of the total, more than $8,000,000 is for teachers' salaries. The budget gives salary increases to teachers but drastically reduces services, including kindergartens, night schools, home instruction, and music instruction.

EXPLAIN SCHOOL BUDGET

The school board of Onteora Central School Dist., Boiceville, N. Y., has secured community support for its annual budget of $793,425 for 1956–57 by the distribution to parents and taxpayers of an illustrated brochure entitled, "Three to Get Ready." All proposed expenditures were explained in nontechnical language, and the educational services were emphasized.

Whatever your school fencing needs... get the best... GET CYCLONE!



NO JOB IS TOO LARGE — NO JOB IS TOO SMALL FOR CYCLONE

CYCLONE FENCE DEPARTMENT, AMERICAN STEEL & WIRE DIVISION
UNITED STATES STEEL CORPORATION
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UNITED STATES STEEL EXPORT COMPANY, NEW YORK

Only United States Steel Corporation manufactures Cyclone Fence. Accept no substitute.

USS CYCLONE FENCE

UNITED STATES STEEL

Every school needs fence. Every modern, well-run school deserves good fence—like Cyclone. When you enclose your school property, you want protection—for students, for buildings, for grounds. All this you get with Cyclone, but you also get much more. Cyclone Fence is built to give you years of trouble-free service, without undue maintenance and painting. Cyclone Fence is good-looking; it adds to the appearance of your school plant. And Cyclone Fence is economical, too. It gives full value for every dollar spent.

Only brand-new, top quality materials are used in the construction of Cyclone Fence. Posts and top rails are heavy and rigid. Gates won't drag. Every part is heavily galvanized to offer greatest resistance to rust and corrosion. The chain link fabric and barbed wire are galvanized after weaving, leaving no bare spots that would encourage rust. And Cyclone Fence is erected by full-time Cyclone-trained experts. Ask our experienced representatives for advice, and send coupon for free Cyclone Fence booklet.

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Waukegan, Ill.

Please send me, without obligation, complete information on Cyclone Fence and Gates.

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Address .....
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Goodbye to the old, welcome to the new!

Shown above is one of 18 Everetts delivered to schools in Temple, Texas. The *Style* 10 was the unanimous choice of the school board and a special committee of four musicians.

Grade school to college

EVERETT SCHOOL PIANOS

stand out... stand up!

Dozens of colleges and universities have selected the *Style 10* Everett because it's a fine professional piano. Tone, touch, and response have that concert quality so important to faculty and students.

Equally significant is the recognition of Everett as a *highly serviceable* piano. Thousands of *Style 10* school pianos are proving this to be a fact . . . in grade schools, high schools, colleges, universities and music conservatories. And the *Style 10* is also one of the lowest-priced school pianos you can buy!

WRITE TODAY for free portfolio No. 16. It describes the *Style 10* in detail, shows how it equals or exceeds the most rigid requirements. Hundreds of institutional users are listed, and both the mahogany and blonde oak finishes are pictured (special finishes also available). Everett Piano Company, *Division of Meridan Corporation*, South Haven, Michigan.

NURSERY...

BANDROOM...

CLASSROOM...

OR GYM

News of Products for the Schools

INSTITUTIONAL SHOWER HEAD

A new shower head that has a faceplate which can be adjusted to give spray angles of 15 or 30 degrees from the wall has been introduced by the plumbing and heating division, American Radiator & Standard Sanitary Corp., Pittsburgh 30, Pa. Made of black mineral-filled phenolic resin this faceplate is unaffected by sustained temperatures up to

Adjustable Shower Head

180 degrees F., and it resists temperatures up to 220 degrees F. for limited periods. Serrations force the water stream into a compact, water-conserving shower pattern; the volume and velocity of water can be adjusted and locked with a tamper-proof "Allen" head screw. The body of the shower head is finished in highly-polished Chromard. The head can also be made vandal-proof where the need arises.

(For Further Details Circle Index Code 089)

GUN TYPE BURNER

A revolutionary air atomizing burner designed to burn No. 6 oil, is being offered by Cleaver-Brooks Co., Milwaukee, Wis. The first burner of its type ever developed for burning No. 6 oil it introduces a method of burning residual oils that obsoletes previous methods. Air and oil are metered in the proper ratio at all capacities to assure maximum efficiency. Oil is finely atomized so that it burns easily and completely. Positive acting metering pump gives measured delivery of oil. Once the burner is set for the most efficient combustion it remains at that point indefinitely. The latest type of combustion controls are standard equipment offering complete protection under all conditions. Motor start is delayed until the oil at the nozzle is heated.

(For Further Details Circle Index Code 090)

FLUORESCENT-TYPE NEGATIVE PAPER

A fluorescent type negative paper, designed to produce sharp, clear black and white copies under fluorescent lights has been introduced by Remington Rand, New York, N. Y. Known as G353 it was manufactured for use with Transcopy and other similar transfer process machines and can be used with regular Transcopy positive papers. It is the only paper of its type which does not require either a special machine for processing or an intensified light source. No hoods, visors, or light shields are needed,

(For Further Details Circle Index Code 091)

ALL PURPOSE DISPOSER

An all purpose food waste disposer featuring a plume of recirculated water and a tableware trap has been produced by the Salvajor Co., Kansas City, Mo. This new machine, called the Salvajector, has a nonclogging shredder type disposer which requires no maintenance. It is made of a high chromium steel alloy and will not rust. A ¾ h.p. motor drives the grinder which can take care of 120 gallons per hour.

Salvajector is easy to install. It can be made ready for operation by connecting water and drain lines and tying in one electrical service to a single terminal box. It can also be converted for separate use as a food grinder in a matter of seconds by switching off a motor and removing the unit's tableware trap.

(For Further Details Circle Index Code 092)

SURFACE-TYPE EXIT LIGHTS

A new line of U. L. listed recessed and surface-type exit lights featuring one-piece body frames of fused steel has been developed by Curtis Lighting, Inc., Chicago, Ill. The exterior of the unit is finished in rust-proof, dirt-resisting, neutral tone aluminum bronze, and the interior in a Curtis-developed baked white fluracite enamel for maximum illumination. Glass bottom panels in all the units provide added illumination over the point of exit in accordance with many local codes. Another handy feature is the upward opening door that eliminates all fumbling and groping during re-lamping or maintenance.

(For Further Details Circle Index Code 093)

ALL-WEATHER TENNIS COURTS

American Bitumuls & Asphalt Co., San Francisco, Calif., recently introduced two new materials for all-weather tennis courts. These materials called Laykold and Grasstex, are adapted to the construction of either new courts or the resurfacing of old courts. Laykold is best suited for the park, school, university or college where exceedingly hard play can be expected. Grasstex, which is especially resilient, can be used to better advantage for the private estate, country club, or wherever controlled play can be maintained. Both materials are available in red, green, or black.

(For Further Details Circle Index Code 094)

NAILABLE PARTITION SYSTEM

A new system for the low cost erection of nonbearing partitions has been announced by the Penn Metal Co., Inc., New York, N. Y. Known as Permalok, the system consists of Nailable steel studs, track and bridging and the necessary washers. Collateral materials such as metal lath, gypsum lath or virtually any type of panel can be secured to Permalok studs or simply as to wooden ones. A nailing device bites the nail or screw with a grip that is designed to prevent any possibility of loosening. Ratchet nails are recommended for the attachment of collateral materials but the locking device will also take screws.

(For Further Details Circle Index Code 095)

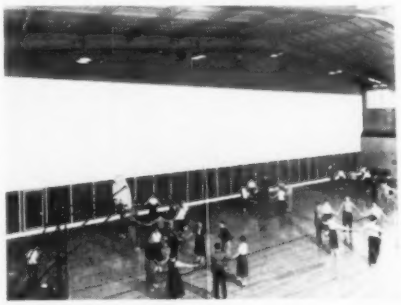
PLASTIC SEALING PAINT

The Haynes Products Co., Omaha 3, Neb., recently announced a new product called BASE-dri-MENT formulated for painting on damp or wet basement walls. It contains microscopic globules of a plastic which are surrounded and kept separate by water. When applied to a wet wall the water in BASE-dri-MENT mixes with the water in the wall thus carrying little balls of plastic right into the wall. The balls come together, the surface tension breaks and they join to form a continuous film impervious to water and seepage is stopped. It is available in white or just about any color or tint desired. BASE-dri-MENT is practically odorless and spillage can be cleaned up with a damp rag.

(For Further Details Circle Index Code 096)

ALUMINUM FOLDING PARTITION

An aluminum automatic folding partition has been introduced by the Richards-Wilcox Mfg. Co., Aurora, Ill. It is made up of 27 sections that are 3 inches thick, 4 feet wide, and 27 feet high. Each section is faced up to 7 feet high with a special heavy-gauge, Jaspe's pattern linoleum in a No. 1 apple green color. The installation is powered by



Automatic Folding Partition

a deluxe R-W electric operator that is activated by a key-switch control for fully-automatic operation. Each panel consists of an extruded aluminum frame and a resin impregnated honeycomb core to which is permanently bonded the embossed aluminum facings. The core extends to the full dimensions of the extruded aluminum frame and the facings are rolled-interlocked to this frame.

(For Further Details Circle Index Code 097)

CATALOGS & BOOKLETS

The many, functional features of rubber flooring in school installations are revealed in a picture-story booklet recently prepared by the Rubber Flooring Division of the Rubber Manufacturers Association, Inc. Entitled "The Floor . . . its new role in education" the booklet gives a photographic description of the day's activities of a group of kindergarten youngsters. Copies may be obtained on request.

(For Further Details Circle Index Code 098)

Many exclusive and original drapery patterns are illustrated in a color booklet recently issued by the Williamsburg Drapery Co., Inc. Ecclesiastical draperies, heavy-duty stage and drape hardware and audio visual room darkening draperies are shown in the booklet which may be obtained upon request.

(For Further Details Circle Index Code 099)

(Concluded on page 69)

News of Products . . .

(Concluded from page 68)

A cross section of laboratory balances, weights, and accessories are shown in a new illustrated booklet issued by Central Scientific Co. Among the balances shown are: analytical, general laboratory, triple beam, heavy duty, industrial, torsion, and spring. Copies are free.

(For Further Details Circle Index Code 0100)

Fiberglas products for construction and maintenance of schools are described and illustrated in a 28-page multi-colored brochure published by Owens-Corning Fiberglas Corporation. Copies of the publication entitled, "Education is a Physical Process, Too," are available free of charge.

(For Further Details Circle Index Code 0101)

A new folder offered by Davidson Enamel Products describes and illustrates use of architectural porcelain in school construction. Latest in a series showing application in specific types of construction, the folder contains detail drawings and complete line specifications useful to architects, designers, and engineers. Free copies of the folder are available.

(For Further Details Circle Index Code 0102)

Padlocks to meet every need are described in unique fashion in a new 20-page catalog now available from the Master Lock Co. Actual size illustrations of the company's entire line are shown, including their special long shackle padlocks. Copies of the catalog designated No. 56 will be sent on request.

(For Further Details Circle Index Code 0103)

The Care and Cleaning of Chalkboards is the title of a booklet of helpful tips recently released by the Weber Costello Co. Information about chalk, erasers, and the right and wrong way of cleaning chalkboards is contained in this booklet which may be obtained free of charge.

(For Further Details Circle Index Code 0104)

MANUFACTURERS' NEWS

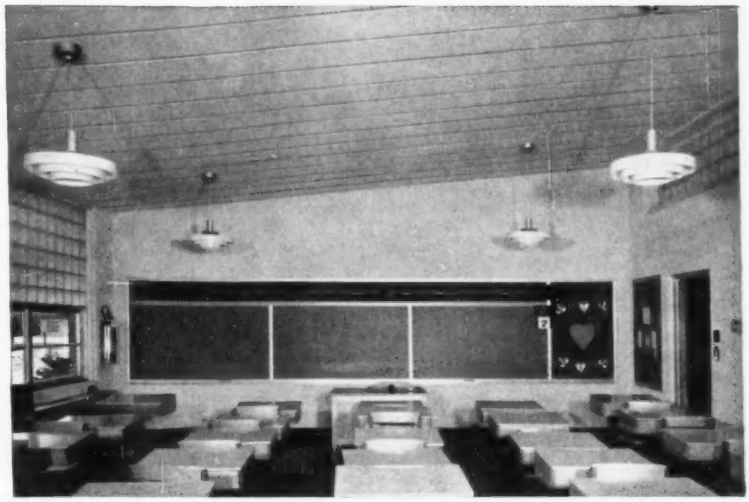
Correction:

The July AMERICAN SCHOOL BOARD JOURNAL gave the name of the new president of **Vestal, Inc.**, St. Louis, Mo. as Frank J. Pollow, Jr. It should have read Frank J. Pollnow, Jr.

Elmer J. Murray, one of the country's best-known hardware sales executives has been appointed national sales promotion manager of **Portable Electric Tools, Inc.**, Chicago.

A co-operative program has been worked out between the University of Georgia and **Rand McNally & Co.**, which will enable graduate students to work at the map-making and printing firm while earning advanced degrees in geography. Arrangements have been made for students to work in the company's research department in the main plant at Skokie, Ill. for two quarters of each year of their graduate studies. During that time they will receive the established rate of pay.

Owens-Illinois Glass Co., Toledo, Ohio, has announced it will sponsor this fall a scholarship program which will provide up to 19 four-year scholarships annually for the next four years, some worth as much as $4,000 total. Schools where scholarships will be made available are Baylor, Cornell, Georgia Tech, Illinois, Northwestern, Ohio State, Ohio Wesleyan, Purdue, Rutgers, Stanford, Toledo, and Wisconsin.



This beautiful ceiling is firesafe precast concrete, saves cost of plaster and maintenance.

Concrete Roof Slabs Make New School Firesafe at Low Cost

Firesafe concrete construction used to cost too much for many school budgets. Not today. Mass-produced Flexicore floor and roof slabs give you a low-cost concrete building . . . sturdy, solid, safe. And they are installed so fast you can cut weeks from construction time, making your new class rooms available sooner. The underside of the concrete slabs makes an attractive ceiling that needs only paint, with no plaster maintenance. Gives ideal hearing conditions with minimum acoustical treatment. Ask your architect or send coupon for booklets. Write your nearest manufacturer shown below.

Why build a tinderbox?

Precast roof and overhang.

Fast erection saves weeks.

flexicore®

SEND ME LITERATURE "Low Cost Fire Safety in Schools" & "Acoustic Treatment in Schools."

Name_____ Title_____

Address_____ State_____

ALABAMA, Birmingham 1, PO 630
The Alabama Cement Tile Co.

COLORADO, Denver 1, PO 366
Flexicore Company of Colorado

FLORIDA, Tampa, PO 2189
Universal Concrete Pipe Co.

ILLINOIS, Franklin Park, PO 277
Mid-West Concrete Pipe Co.
Div. of American-Marietta Co.

INDIANA, E. Chicago, PO 539
Calumet Flexicore Corporation

MICHIGAN, Livonia, PO 2006
Price Brothers Company

MINNESOTA, St. Paul E-4
Molin Concrete Products Co.

NEW JERSEY, Camden
Camden Lime Co.

NEW YORK, Buffalo 6
Anchor Concrete Products, Inc.

NORTH CAROLINA, Lilesville
W. R. Bonsal Company, Inc.

OHIO, Columbus 22
Arrowcrete Corporation

OHIO, Dayton 1, PO 825
Price Brothers Company

PENNSYLVANIA, Monongahela
Pittsburgh Flexicore Company

RHODE ISLAND, Saylesville
Durastone Flexicore Corporation

TEXAS, Houston
Flexicore of Texas, Inc.

WEST VIRGINIA, Wheeling
Universal Concrete Pipe Co.

WISCONSIN, Beloit, PO 325
Mid-States Concrete Products Co.

CANADA,—Toronto, Ontario
Murray Associates, Limited

CANADA, Montreal, Quebec
Creaghan & Archibald Ltd.

CANADA, Woodstock, Ontario
Shell Industries Ltd.

PUERTO RICO, Rio Piedras
Flexicore Co. of Puerto Rico

HEYWOOD-WAKEFIELD
EST. 1826

Trim Line

New simplicity of design achieves style, comfort and classroom efficiency with strength to pass the test of time.

WRITE FOR COMPLETE CATALOG OF TUBULAR STEEL FURNITURE

Patents are pending on all the pieces of the Heywood-Wakefield Trim Line design. Heywood-Wakefield, School Furniture Division, Gardner, Mass. and Menominee, Mich.

THE NEW

Little Giant

SAVES DOLLARS ON YOUR BUDGET

ELECTRIC ERASER CLEANER

- Cleans erasers like new, so keeps chalkboards cleaner.
- Cleans erasers faster; traps chalk dust.
- Combination brush and suction does the work.

Write for circular and name of nearest dealer.

Beckley-Cardy

BECKLEY-CARDY COMPANY
1900 Narragansett • Chicago 39

HALF TONE and LINE ETCHINGS
COLOR PROCESS
} premier

The Finest in Black and White and Color Engraving

SERVICE • DEPENDABILITY

Call BRoadway 1-3337

premier engraving co.
818 W. Winnebago St. • Milwaukee 5, Wis.

Better PACKAGED BOILERS

- Completely factory assembled and fire tested.
- Fully automatic operation.
- 4-pass down draft design.
- Built-in induced draft.
- 80% thermal efficiency guaranteed.
- From 20 to 600 b.h.p. Burns oil, gas or both.

GET THE DETAILS FREE

BULLETIN 780F

for performance you can BANK on SUPERIOR STEAM GENERATORS

SUPERIOR COMBUSTION INDUSTRIES, INC.
TIMES TOWER, TIMES SQUARE, NEW YORK 36, N. Y.

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.		Page No.
80	**American Desk Mfg. Co.** Complete line of school furniture.	72
81	**American Seating Company** School furniture.	insert between 50 & 55
82	**Arlington Seating Company** School seating.	60
83	**Beckley-Cardy Company** Electric eraser cleaner. Write for circular.	70
84	**Brunswick-Balke-Collender Co.** School furniture.	59
85	**Butler Manufacturing Company** Steel buildings. For brochure use coupon page 12.	12
86	**Cambridge Tile Mfg. Co.** Ceramic tile. Reduced price on "Trends for School Planning." Use coupon page 55.	55
87	**Cincinnati Iron Fence Co., Inc.** Lattice type folding gates.	72
88	**Chesapeake and Ohio Railway** Coal cars. For help on coal requirements write general traffic manager.	65
89	**Everett Piano Company** School pianos. Write for free portfolio.	67
810	**Fenestra Incorporated** Metal building panels. For information use coupon on page 47.	47
811	**Flexicore Company, Inc.** Concrete roof slabs.	69
812	**Flynn Mfg. Co., Michael** Lupton metal windows.	15
813	**Griggs Equipment, Inc.** Auditorium seating. Fully illustrated catalog.	58
814	**Heywood-Wakefield Co.** Tubular steel furniture.	70
815	**Holcomb Mfg. Co., J. I.** Scientific cleaning materials.	61
816	**Holcomb & Hoke Mfg. Co.** Foldoors. For details use coupon page 59.	6
816A	**Horn Bros., Div. Brunswick-Balke-Collender Co.** Folding gym seating.	11
817	**International Business Machines Corp.** Electric typewriters.	14
819	**Johnson Service Company** Temperature controls. Recommendations without obligation.	1
820	**Kewaunee Mfg. Company** Laboratory equipment. For catalog and planning manual use coupon page 49.	49
821	**Krueger Metal Products** School seating. Write for catalog.	62
822	**Luria Engineering Corp.** Steel structures. Write for catalog.	2nd cover
823	**Medart Products, Inc., Fred** Telescopic gym seats. Free catalog.	62
824	**Metalab Equipment Corp.** Laboratory equipment. For free planning service and information use coupon page 6.	48
825	**Mississippi Glass Company** Rolled, figured and wired glass. Free catalog.	4
826	**National Concrete Masonry Association** Sound-absorbing concrete masonry.	64
827	**Nesbitt, Inc., John J.** Heating & ventilating systems.	4th cover
828	**Owens Illinois: Kimble Glass Co. Sub.** Toplite roof panels. Free booklet.	13
829	**Peabody Company, The** School seating.	57
830	**Penn Metal Company, Inc.** Lightsteel structural sections. Write for details of economical framing.	16
831	**Powers Regulator Company** Temperature controls.	7, 8 & 9
832	**Premier Engraving Company** Engravers.	70
833	**Richards-Wilcox Mfg. Co.** FoldeR-Way aluminum partitions. Free catalog.	50
834	**Semco Sales** Adjustable typewriter table.	62
835	**Sexton & Company, Inc., John** Institutional food.	3rd cover
836	**Sico Mfg. Co., Inc.** Tuck-a-Way tennis table.	56
837	**Sico Mfg. Co., Inc.** B-Y folding table.	56

(Continued on next page)

TEAR ALONG PERFORATED LINE. POSTAGE PAID FOR CONVENIENCE.

THE AMERICAN SCHOOL BOARD JOURNAL August, 1956
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

ADVERTISING INDEX

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83	87	811	815	819	823	827	831	835	839		

NEWS OF PRODUCTS FOR THE SCHOOLS

089	091	093	095	097	099	0100	0101	0102	0103	0104
090	092	094	096	098						

Also information on _____

Name _____
Please Print

Title _____ School _____

City _____ Zone _____ State _____

Index to School Equipment — continued

Code No.		Page No.
838	**Southern California Plastering Institute** ... Genuine Lath and Plaster.	10
839	**Stran-Steel Corporation** ... Structural systems. For information use coupon page 2.	2
840	**Superior Combustion Industries, Inc.** ... Steam generators.	70
841	**U. S. Plywood Corp.** ... Magnetic chalkboard. For booklets use coupon page 63.	63
842	**United States Steel Corp. (Cyclone Fence)** ... Fences and gates. For information use coupon page 66.	66

NEWS OF PRODUCTS FOR THE SCHOOLS

Code No.		Page No.
089	**American Radiator & Standard Sanitary Corp.** ... Shower Head	68
090	**Cleaver-Brooks Co** ... Air Atomizing Burner	68
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098	**Rubber Manufacturers Association, Inc.** ... Booklet	68
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For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip, and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

Postage Will Be Paid by Addressee

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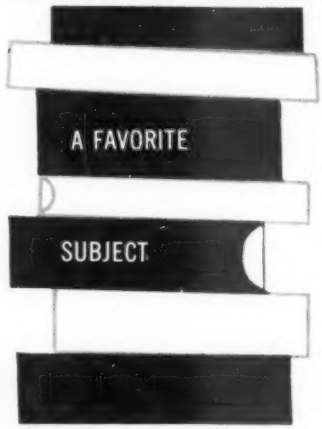
THE AMERICAN SCHOOL BOARD JOURNAL

P. O. Box No. 2068

MILWAUKEE 1, WISCONSIN



American Desk's complete line of school furniture. It's seen in the nation's leading schools ... and preferred by educators everywhere

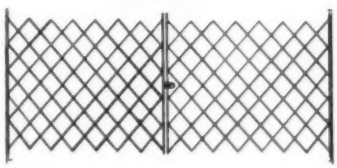
american desk
MANUFACTURING CO.
TEMPLE, TEXAS

IRON & WIRE FENCE

Swinging & Folding GATES

Wire & Iron WINDOW GUARDS

Ornamental or Pipe RAILING



Our No. 600 Lattice Type Folding Gates, furnished for schools throughout the country, which have given excellent satisfaction.

Write for illustrations pertaining to your requirements.

ESTIMATES CHEERFULLY AND PROMPTLY GIVEN.

CINCINNATI IRON FENCE CO., INC.

2109 Florence Ave. Cincinnati 6, Ohio

Collender Co. 11
Folding gym seating.

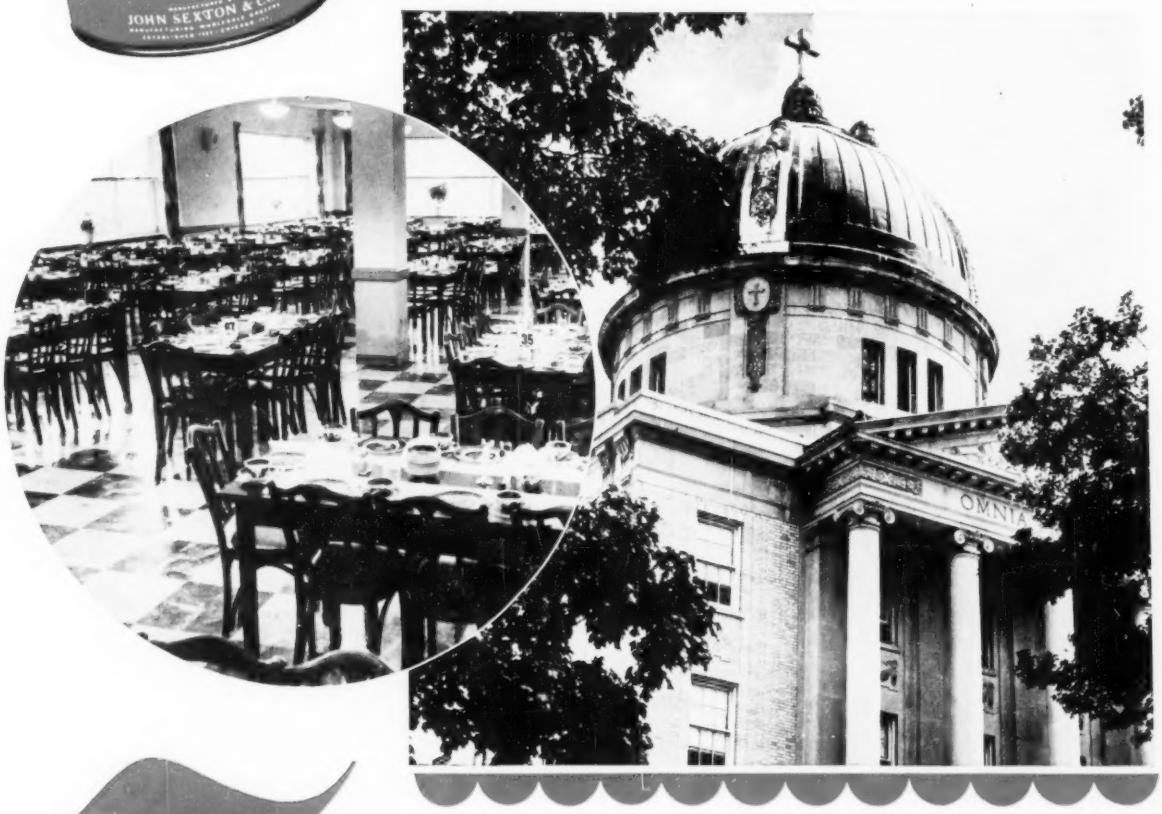
817 International Business Machines Corp... 14
Electric typewriters.

Please Print

Title ..... School .....

City ..... Zone ..... State .....

Sexton
Quality Foods



Marymount College
Tarrytown-on-Hudson
New York

Insure guest pleasure

Whatever the meal-time surroundings, Sexton gelatine desserts have great guest appeal. Their refreshing flavor and sparkling consistency please virtually every taste. Processed from finest ingredients and true fruit flavors in our own sunshine kitchens, they assure dependably delicious results every time. And their economy is most attractive to those who must watch the food budget. Truly the universal dessert!

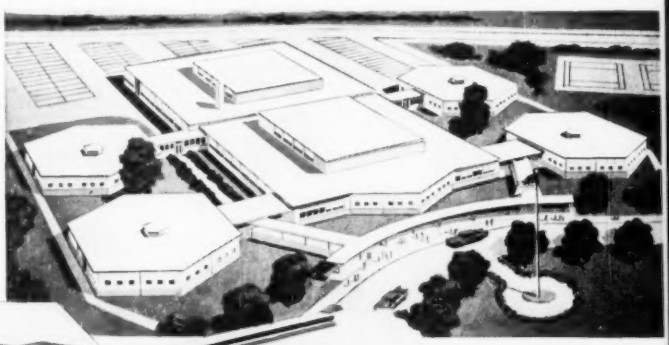
JOHN SEXTON & CO., CHICAGO. 1956

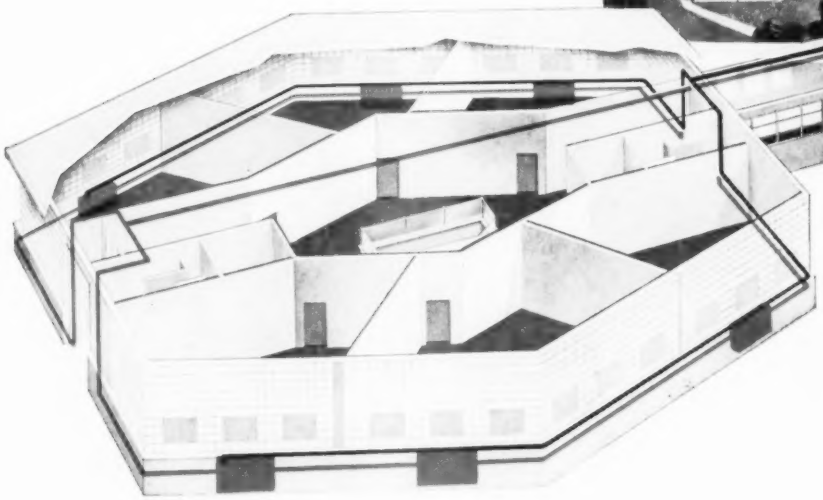
PROOF...

More Learning per School Dollar

through use of the Nesbitt Series Hot Water Wind·o·line System

This Nesbitt heating and ventilating system, with automatic temperature control, was installed in Lakewood High School at a cost of *$1.38 per square ft. of floor area!*





Lakewood High School, Lakewood, N. J.
Micklewright & Mountford, Architects
John Knecht, Mechanical Engineer
Maximum Capacity: 1000 pupils
Functional Capacity: 800 pupils
Gross Area: 86,240 square feet
Heating Contract: $118,787.00
Total Cost: $1,030,533.00

THE specification of the Nesbitt Series Wind-o-line System for Forced Hot Water Heating at Lakewood High School saved 2,400 feet of pipe trenches and 2,900 feet of additional mains and pipe covering when measured against a conventional steam system.

The Nesbitt Series Wind-o-line System effects these savings through the use of a unit ventilator radiator that delivers the required amounts of heat by multi-passing only one-third the usual amount of water—but at higher temperatures than is circulated by conventional hot water systems. This reduces the pipe size requirement to where the copper tubing of Wind-o-line Radiation can serve as the only supply and return piping for all the unit ventilators in an entire classroom wing, thus eliminating the need for mains, costly pipe trenches, coverings, and individual runouts to each unit.

Moreover, smaller water quantities mean smaller, less expensive pumps—with lower operating costs. And because the gravity heating effect of Wind-o-line Radiation and the Syncretizer radiator is sufficient to maintain overnight classroom temperatures, the cost of additional controls and equipment for that purpose is eliminated.

The Nesbitt Series Wind-o-line System means *greater comfort*, too! Since the system water temperature is varied by outdoor temperature, Wind-o-line's protection against cold surfaces and window downdrafts is continuously related to actual needs — helping to create the thermal environment most conducive to learning.

Nesbitt Heating and Ventilating offers you
MORE LEARNING PER SCHOOL DOLLAR
Write for further information

Nesbitt

SERIES WIND·O·LINE SYSTEM

Manufactured and sold by John J. Nesbitt, Inc., Philadelphia 36, Pa. Sold also by American Blower Corporation and Canadian Sirocco Co., Ltd.